Report

Rochon Associated

FINAL REPORT

ELCC SECTOR STUDY

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TABLE OF CONTENTS

EXECUTIVE SUMMARY 3
BACKGROUND 8
METHODOLOGY 10
FINDINGS, LABOUR MARKET ASSESSMENT 12
FINDINGS, EMPLOYEE RETENTION ASSESSMENT 14
DEMOGRAPHICS 14
EMPLOYEE SATISFACTION SURVEY 16
FORMER EMPLOYEE SURVEY 20
TURNOVER AND RETENTION SURVEY 23
FINDINGS, TRAINING NEEDS ASSESSMENT 25
STAFF COMPETENCIES 25
EXECUTIVE DIRECTORS COMPETENCIES 27
LITERATURE REVIEW 27
CONCLUSION 27
APPENDIX 1, EMPLOYEE SATISFACTION SURVEY 28
APPENDIX 2, FORMER EMPLOYEE SURVEY 36
APPENDIX 3, TURNOVER AND RETENTION SURVEY 39
APPENDIX 4, RESPONSES TO EMPLOYEE SATISFACTION QUESTIONS 16 TO 55 42
APPENDIX 5, STAFF COMPETENCIES MATRIX 47
APPENDIX 6, EXECUTIVE DIRECTORS COMPETENCIES MATRIX 56
APPENDIX 7, LABOUR MARKET ASSESSMENT REPORT 59
APPENDIX 8, LITERATURE REVIEW 68

EXECUTIVE SUMMARY

Currently, Saskatchewan provides early learning and child care (ELCC) opportunities through a number of distinct components. These include licensed child care (both centres and homes), private, community and cooperative preschools, pre-kindergarten programs based in schools. In addition, there are a number of programs and services that provide early learning and child care to specific, targeted groups of children and parents.

Saskatchewan is interested in building a more systematic, child and family focused approach to early learning and child care. To this end, over the past ten years, it has signed a number of agreements with Canada, in an effort to manage this area of mutual interest. The latest, an Agreement-in-Principle signed between the two orders of government on April 29, 2005, is expected to result in a transfer of $146 Million over the next 5 years to the province. This money is earmarked for early learning and child care (ELCC) services, close to doubling current levels of funding in this area and will assist the province to develop a more cohesive and systematic approach to regulated ELCC.

In support of this objective, Rochon Associated Human Resources Management Consulting Inc. was contracted in August 2005 to conduct a sector study " to assess the impact of the licensed child care expansion and to assess the levels of training that are required, as well as how best training could be offered in order to accommodate the needs of adult learners who are working as early childhood educators (ECEs)." Six deliverables were identified as required from this study:

1. A literature review of similar studies and relevant data pertaining to the industry;
2. A human resource and training needs assessment of the licensed child care industry including a training gap analysis for Saskatchewan;
3. Identification of current and future training and retraining needs of new and existing employees and identification of strategies to address these needs;
4. Analysis of trends in movement out of the sector as well as reasons for leaving;
5. Analysis of any opportunities to re-attract trained early childhood educators to the sector, including proposed strategies that would accomplish this; and
6. An analysis of models to provide income support to individuals while in training.

A Labour Market Assessment was later added to this list of deliverables.

The **Labour Market Assessment** was based on 2004-05 information indicating that a total of 1,205 early childhood educators (ECEs) work in licensed child care centres across Saskatchewan. These centres are administered by 138 executive directors. A review of the level of education currently held by these employees reveals that significant numbers of staff and executive directors are short of current training requirements and that this situation will escalate as regulations slated for 2007 raise the number of staff per centre possessing certain level of education required of workers in the sector.

The **Employee Retention Assessment** and the **Training Needs Assessment** were conducted through a series of surveys. A total 1,368 surveys were distributed to 153 licensed child care centres across all five regions of the Department of Community Resources and Employment (DCRE) in Saskatchewan. Of these, 140 were sent to executive directors in these centres.

It should be noted that some directors oversee more than one centre. In total 937 responses (68.49%) were received. This represents an excellent rate of return, particularly in light of the tight timelines respondents were given to complete the surveys.

The **Employee Retention Assessment** provided useful demographic information as well as a solid description of the workforce's likes and dislikes about working in the sector. Several themes can be used to group information gathered from the demographic data received.

- Retention: Over half of current staff (52%) have been employed in the sector for less than three years. A further breakdown of this data shows that forty-one percent (41%) have been in the sector for less than one year, and seven percent (7.05%) for less than two years. Among human resources professionals, an annual turnover of 10% is taken to indicate that a sector or company has turnover problems. Using this as a benchmark, the licensed child care sector shows clear signs of recruitment and retention problems.
- Wages: A total fifty-eight and one half percent (58.5%) of staff in the sector earn less than $12.00 per hour. There is a measurable difference between the wages earned by staff in rural settings relative to the wages of staff in urban settings. As a group, the latter enjoy better take-home pay.
- Hours of work: Almost eleven percent (10.8%) of workers in the sector have jobs offering 20 hours of work or less per week. Another Twenty-three percent (23.3%) work between 21 and 35 hours per week. The large majority, at forty-six percent (45.9%), work between 37.6 and 40 hours per week. This appears to be a healthy balance of hours across the work force, particularly given that some respondents to the survey were cooks (107) and clerical staff (54), typically assigned to part time roles.
- Centre size: Licensed child care centres in Saskatchewan are small. Forty seven and one half percent (47.5%) have between one and eight staff; thirty nine percent (39%) have between nine and fifteen staff, with only thirteen and one half percent (13.5%) reporting a staff compliment of 16 or more. This data is not a surprise given Saskatchewan's large rural sector and its small population base.
- Centre location: Fully seventy-three percent (72.7%) of licensed child care centres are located in urban centres while twenty-three percent (23.1%) are in rural areas and four percent (4.3%) can be found in the north of the province.

The information from the employee satisfaction portion of the survey indicates that:

- First, wages and benefits and second, training, are the two largest areas of dissatisfaction among licensed child care centre staff.
- Wages and Benefits: A majority of the ECE staff surveyed receive less than $12.00 an hour in wages. This compares with thirty seven and one half percent (37.5%) of their supervisors and eleven point four percent (11.4%) of executive directors. A total of seventy two percent (72.1%) of all respondents said they were unhappy with wages while fifty three and one half percent (53.5%) were unhappy with benefits received.
- Training: The cost and time to obtain required training are seen as unaffordable by seventy three percent (72.9%) of staff. Other areas of dissatisfaction include the location and accessibility of training as well as and the poor quality of on-the-job training.
- Areas where staff expressed satisfaction included:

- The sense of personal accomplishment they get from their work
- Knowing who their supervisor is
- Providing high quality service in their workplace
- Having enough authority to make decisions in their job
- Having a sense of belonging to their centre
- Interactions and partnerships with parents

The **Former Employee Survey** was distributed to former employees who have been contacted by executive directors of licensed centres for which they had worked[1]. This survey offers good information about the nature of the work former employees had left, as well as information about their likes and dislikes with respect to that work.

- Over one quarter (27.7%) of former employees indicated they had worked in their centre for less than one year. Close to fourteen percent (13.9%) indicated they had been in their centre less than two years. The same number (14%) had been in their centre less than three years, making a total 55.6% of staff having left their work at the licensed child care centre within a three year period of time. The survey also determined that 86.6% had left their centre's employ within five years. The survey did not investigate whether these former employees moved to other licensed child care facilities or remained in the early learning and child care sector.
- The SIAST Early Childhood Educator (ECE) program is the current benchmark for training qualifications in Saskatchewan. It offers three levels: an introductory program consisting of three courses (Level I); a certificate program that involves one year of study/courses (Level II); a two year diploma (Level III). These levels were used to identify the education and training of survey respondents. Most former employees were well educated. Twenty eight percent (28.2%) had a Level I; thirty eight and one half percent (38.5%) had a Level II and twenty percent (20.5%) had a Level III. This information indicates that efforts to attract former employees back into the sector are worthwhile. Given the time and expense involved in putting individuals through the Level II and III programs in particular, such efforts would appear relatively important as a strategy in addressing staff turnover in the licensed child care sector.
- Wages were as large an issue for former employees as they are for current employees with almost three quarters (72.5%) indicating they received less than $12.00 per hour.
- Statements eliciting the strongest responses, both for and against, from former employees were:
  - I enjoyed the type of work I was doing.
  - There was an acceptable work load in my position.
  - I was satisfied with the number of hours I received.
  - I was satisfied with the wages I received.
  - I am satisfied with the benefits I received.
  - I was satisfied with the orientation and training opportunities received.
  - I was treated fairly by my direct supervisor: fully 97.5% of respondents agreed.
  - I did not have the skills to do the work I was assigned.
  - I would be willing to work for this organization again.
- The most important factors affecting employees' decisions to leave their employ were identified as wages and benefits, work load and co-workers.

[1] This methodology was required in light of the transient nature of this workforce, as well as the time constraints within which the study was done.

The **Turnover and Retention** survey was distributed to all executive directors as a means of collecting sufficient data to assess the current state of staff retention within licensed child care centres. The survey focused on two sets of employees, those who had permanent status and those who were in casual positions. A total of eighty-eight (88) directors from a potential pool of 140 who received the survey, provided responses to it.

Responses from directors who completed the survey indicate that almost over one third (37%) left to take a position in a different profession. This proved true for respondents who had been employed on either a permanent or a casual basis. The most consistently quoted reasons for employees leaving were:

- Taking positions in another centre
- Family relocation
- Maternity leave
- Returning to school
- Dismissal due to poor performance
- Lay offs for term positions

The **Training Needs Assessment** was broken into two sections. The first focused on staff competencies; the second, on executive directors competencies.

Staff competencies: The Staff Competency Matrix forwarded to early childhood educators (ECEs) in licensed child care centres covered thirty-three (33) competencies. These competencies had been reviewed by three focus groups made up of child care staff, executive directors and educators, and were reflective of the kind of skills, attitudes and abilities ECEs are required to demonstrate to effectively do their job. ECEs who received this Matrix were asked to assess themselves against each competency; doing so serves to identify areas in which they believe they would benefit from improvement.

Based on staff self-assessments, the following are the 15 competencies staff indicated were their weakest in terms of functioning:

- Observes, assesses and documents children's development and learning
- Sets and accomplishes goals
- Uses coaching techniques with children
- Recognizes situations which should be referred to others
- Creates and documents developmentally appropriate programs
- Implements program plans
- Understands developmental stages and required supports
- Implements documentation procedures
- Creates professional and supportive relationships with other professionals
- Evaluates and creates appropriate environments
- Reinforces positive behavior
- Encourages and enhances children's language, literacy and communication skills
- Uses teachable moments
- Encourages children's social skills
- Creates an inclusive environment

Executive directors competencies: The Executive Directors Competency Matrix covered ten (10) competencies, five focused on their staffing role and the other five focused on their administrative and programming role. Based on their self-assessment, executive directors indicate they could use training in all 10 competencies. The competencies are

listed here in descending order, with the competency identified at the beginning of the list being the one where executive directors indicate they had lowest functioning:

- Technology
- Delegating and motivating
- Advocacy
- Managing performance
- Fiscal management
- Program administration
- Program operations
- Leadership (programming)
- Leadership (staffing)
- Hiring and staffing

The **Literature Review** was written to provide international, national and regional context to the sector study. It covers trends in the child care and early learning sectors across the country, including a review of remuneration patterns, a profile of the early learning chid care workforce, a discussion on recruitment and retention and the need to recognize and professionalize this workforce.

What emerges is a description of other jurisdictions' struggles with the issues that have emerged in this report, and an assessment of the relative successes experienced in dealing with them. The literature review was prepared by Turning Point Consultants under sub-contract to Rochon Associated.

Conclusion

The province has clearly stated its intention to support the community based early learning and childcare sector as well as innovative programming that integrates early learning and child care with community and school-based programs and services. The genesis for such work is a qualified and stable workforce. The information presented in this report will no doubt inform how this can best be brought about.

BACKGROUND

Currently, Saskatchewan provides early learning and child care (ELCC) opportunities through a number of distinct components. These include licensed child care (both centres and homes), private, community and cooperative preschools, pre-kindergarten programs based in schools. In addition, there are a number of programs and services that provide early learning and child care to specific, targeted groups of children and parents.

Saskatchewan is interested in building a more systematic, child and family focused approach to early learning and child care. To this end, over the past ten years, it has signed a number of agreements with Canada, in an effort to manage this area of mutual interest. The latest, an Agreement-in-Principle signed between the two orders of government on April 29, 2005, is expected to result in a transfer of $146 Million over the next 5 years to the province. This money is earmarked for early learning and child care (ELCC) services, close to doubling current levels of funding in this area and will assist the province to develop a more cohesive and systematic approach to regulated ELCC.

The province will continue to offer a "blended" approach to regulated child care, and through it to expand the type of child care spaces (infant, toddler, preschool, school) needed. Investments will be made in the community-based early learning and child care sector and in supporting innovative programming that integrates early learning and child care with community and school-based programs and services.

The overarching vision for the province's Early Learning and Child Care (ELCC) System is, "All Saskatchewan children enjoy a good start in life and are nurtured and supported by caring families and communities."

To assist in the province's effort to develop a systematic approach to ELCC that advances its vision, Saskatchewan needs to develop a better understanding of the existing labour force that operates licensed child care including information addressing:

- existing qualifications for individuals working in this area;
- how qualifications have been attained (prior learning assessment and recognition as well as formal study are two options);
- further qualifications needed to ensure compliance with both regulations and high quality care delivery;
- best options for delivering and receiving further training;
- cost of training advancement to the individual as well as any off-sets to this cost; and
- on-going professional development opportunities needed to ensure the labour force is continuously upgraded and kept abreast of new developments.

In addition to knowledge about the current labour force, the province needs to better understand the dynamics of recruitment and retention within this sector. Specific information required included:

- basic demographics such as age, gender, Aboriginal status;
- existing pay ranges, any differences between licensed child care that is unionized and that which is not unionized;

- incremental pay – what factors is it based on, and how do workers proceed through increments (i.e. what role does performance evaluation play, how is it managed, who is involved);
- turnover rate within the licensed child care area, and factors that accelerate or slow it down; and
- most effective recruitment techniques and how they might be used/applied throughout the province.

The departments of Learning and Community Resources and Employment in partnership with the licensed child care sector as represented by the Saskatchewan Early Childhood Association (SECA) and the Saskatchewan Early Childhood Directors Association (SECDA) put out a request seeking proposals for the provision of a Labour Market and Training Needs Assessment of the licensed Child care Sector in Saskatchewan.

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- Analysis of any opportunities to re-attract trained early childhood educators to the sector, including proposed strategies that would accomplish this.
- An analysis of models to provide income support to individuals while in training.

A Labour Market Assessment was later added to this list of deliverables.

The work was organized as follows:

- Charlotte Rochon of Rochon Associated and Sharon Miller of Turning Point Consultants (a sub-contractor for this work) consulted with a Steering Committee comprised of representatives from Saskatchewan Learning, Department of Community Resources and Employment (DCRE), the Saskatchewan Early Childhood Association (SECA), the Saskatchewan Early Childhood Directors Association (SEDCA), the Saskatchewan Institute of Applied Science and Technology (SIAST), the Saskatchewan Indian Institute of Technologies (SIIT), Dumont Technical Institute (DTI) and the regional college system represented by the Parkland Regional College. The Committee supported the consultants in understanding the initiative's purpose and goals and, from those discussions, in finalizing the steps required to achieve those goals.
- Committee members also agreed to assist the consultants in the completion of their work, with particular emphasis on supporting them with contacts in the child care and educational sectors.

Working in partnership with provincial stakeholders proved to be effective in moving the initiative forward and allowed a sharing of knowledge, contacts and effort that was instrumental in ensuring that final results would meet expectations. Indeed, the Steering Committee members, and in particular those involved with the provincial child care associations, deserve much credit for the success of the survey phase of this sector study. As a result of their efforts, staff in licensed child care centres across the province were mobilized to respond in large numbers despite daunting timelines.

METHODOLOGY

The consultants first met with the Steering Committee in August 2005 to finalize project objectives and to approve the implementation plan submitted with the proposal. This plan held three phases: a labor market assessment, an employee retention and training needs assessment, and a literature review.

- The **Labor Market Assessment** looked at current and projected child care spaces in the province's licensed centres. Its purpose was also to assess the level of training required by existing staff in order to support them in meeting new legislated education requirements. In July 2001 regulatory changes to *The Saskatchewan Childcare Act* outline enhanced training and credentials required for existing or future provincial childcare workers. These regulatory changes include:
    - As of January 1, 2002 all child care workers who work more than 65 hours/month must meet or exceed the qualifications of an Early Childhood Educator;
    - On or after January 1, 2005 a licensee of a centre must ensure that 30% of the child care workers (including directors and/or supervisors) employed for 65 hours/month or more must meet or exceed the qualifications of an Early Childhood Educator II; and
    - On or after January 1, 2007 a licensee of a centre must ensure that in addition to the persons mentioned above, a further 20% of the child care workers (including directors and or supervisors) employed for 65 hours/month or more must meet or exceed the qualifications of an Early Childhood Educator III.)

- The **Employee Retention Assessment** was intended to identify key factors that attract or deter individuals interested in working in licensed child care centres. This was achieved by means of a survey of former employees as well as a survey for current employees, including executive directors. Both surveys were designed to measure (dis)satisfaction across a range of issues from wages through to training and the nature and structure of the work.

- The **Training Needs Assessment** was accomplished by means of survey designed to collect information about:
    - employees' education and training levels at the time of the survey
    - employees' desired levels of education and training in the future

The tool used to survey employees for this information is called a competency matrix. A competency is a mix of knowledge, skill and application. In other words, it describes what needs to be known and done, as well as how well it needs to be done, to accomplish a specific set of tasks.

A matrix is a format that lists information along vertical and horizontal lines to help illustrate the relationships across this information. In the staff competency matrix that was used for the Training Needs Assessment, for example, the competencies needed to function as an Early Childhood Educator (ECE) were listed on the vertical axis, while the varying levels of functioning—from a Partial Contributor to a Model Contributor—in that competency were described on the horizontal axis:

COMPETENCY	A: Partial Contributor	B: Good Contributor	C: High Contributor	D: Model Contributor
Reinforcement of Positive Behaviour	Does not consistently reinforce positive behaviour or reinforces ineffectively or inappropriately	Usually reinforces positive behaviour as appropriate and in simple and straightforward situations. Uses the same approaches and techniques	Consistently reinforces positive behaviour even in unexpected and/or complex situations. Adapts approaches and techniques to the situation.	Reinforces positive behaviour in every and any situation. Adapts approaches and techniques to fit the individual and the situation. Is a resource to others on this topic.

To facilitate the assessment of current relative to future training needs, two columns were added at the end of each competency listed in the matrix: one marked CURRENT, the other marked DESIRED. As employees read through the competency and the various levels of functioning, they were asked to indicate the level of functioning where they think they are currently (i.e. A, B, C, or D) under the box marked CURRENT and then indicate the level of functioning where they would like to be under the box marked DESIRED:

Competency	A	B	C	D	CURRENT	DESIRED

Once all employees in licensed centres had submitted their responses, these were tabulated onto a spreadsheet. The results provided information about the gap between current and future education and training needs across the system and specific to regions, urban/rural centres, etc.

It was agreed from the start that **focus groups** would be a suitable forum for validating the draft competencies matrices developed for staff and executive directors.

Rochon Associated prepared two draft competency matrices (one for ECE staff and one for executive directors) based on competencies collected from different sources including training institutions offering ECE courses, well established child care organizations and, for the executive directors, similar tools covering managerial and administrative skills and knowledge. These draft matrices were then presented to focus groups to get their feedback and suggestions for improvement. Once the draft matrices were revised based on this feedback, they were used as central documents in the Training Needs Assessment.

Three focus groups involving a total 36 individuals were held, one each in Saskatoon, Regina and Prince Albert. This was done to ensure that employees, directors, educators and parents from across regions could attend. Individuals responded to invitations to participate in the focus groups, and did not receive any form of remuneration to do so. Specific individuals were invited to ensure there was a good balance of representation in terms of regions, genders, length of service and nature of positions. Based on the mix of individuals who participated in the focus groups, this goal was achieved.

Each focus group was run according to the same agenda and comments were carefully recorded. Changes to the draft matrices were executed based on these comments.

It is worth noting that six other individuals—mostly professionals with strong interest in the sector, or others unable to attend focus groups—provided feedback on the draft matrices via email, for a total 42 participants in the process overall.

- The **Literature Review** was intended to provide a broad and current description of the early learning and child care sectors across the country with particular emphasis on human resources issues including training needs and patterns, wages, retention, and so on.

- A **web page** was also set up as a means of providing basic information on this sector study for anyone wishing to explore its purpose and process. This information, offered in both French and English, could be found through the Rochon Associated website at www.rochonassociated.com

FINDINGS, LABOUR MARKET ASSESSMENT

As previously noted, the work for this phase of the sector study involved reviewing statistical data provided largely by DCRE. The information represents a "snapshot", taken at a point in time, of an element of early learning and child care (ELCC) that is constantly changing.

For the purpose of this final report, we attach the following three charts, which provide the essential information gathered during the labor market assessment. This includes the numbers of staff currently in the sector as well as existing and projected educational needs for these employees. The full report has been attached as Appendix 7.

It will be noted from this data that some of the staff currently employed in licensed child care centres do not have the precise qualifications set out in Child Care Regulations. This does not necessarily equal "are not qualified". They may have comparable qualifications and have been given an exemption pending completion of the formal qualifications they lack within a timeline.

Number of Directors and their Education Levels

# of Directors	Region	Level I	Level II	Level III	No Qualifications	Some Courses
11	North West	2	2	4	3	0
22.5*	North East	3	10	8	0	2
38.5*	Central	3	10	23	2	1
12	South East	4	3	4	1	0
54	South West	5	27	20	0	2
Total 139*		17	52	59	6	5

* *half time positions are counted as one position each in terms of level of education*

It was determined during the labour market assessment that, among the directors, fifty-two need to upgrade from a Level II to a Level III, seventeen need to upgrade from a Level I to a Level III, and eleven need to start from zero to attain the regulated qualifications. It can be assumed, since these directors work in licensed centres, that they may not meet the SIAST qualification levels but have equivalencies that allow them to be assessed and deemed qualified, or have been given an exemption pending completion of the formal qualifications they lack within a timeline.

Number of ECE Staff and Their Levels of Education

# of Staff	Region	Level I	Level II	Level III	No Qualifications	Some Courses	Other
67	North West	25	3	5	24	10	0
151	North East	59	33	19	30	4	6
349	Central	93	60	88	68	21	19
102	South East	34	13	4	41	3	7
536	South West	122	121	107	132	37	17
Total 1205		333	230	223	295	75	49

Among staff, based on the regulatory requirements (rr) currently in place:

	Currently	Need to meet existing rr	Will need to meet 2007 rr
Level I	**333 staff**	**752.5**	**602.5**
Level II	**230**	**361.5**	**361.5**
Level III	**223**	**91 (supervisors)**	**241 (staff)**
No Quals	**295**	**0**	**0**
Some Courses	**75**	**0**	**0**
Degree or other	**49**	**0**	**0**
Totals:	**1205**	**1205**	**1205**

It is estimated that, over the next few years, the following training will be required to ensure that new employees within the licensed child care sector meet or exceed requirements identified in regulations (SIAST Early Childhood Educator training is the base).

- 75 to 90 new employees @ Level I
- 60 to 66 new employees @ Level II
- 45 to 114 new employees at Level III
- Total number of new staff needing training : 180 to 270 staff needing training*

The overall findings of the labour market assessment indicate a strong need for training opportunities that will assist ECEs and directors who currently work in licensed child care centres in Saskatchewan to obtain the education they require to work more effectively within the province's licensed child care sector. They further indicate that this need will grow measurably given regulatory changes to be introduced in January 2007 that will increase the percentage of staff within a licensed centre who must have completed SIAST Early Childhood Educator qualifications.

FINDINGS, EMPLOYEE RETENTION ASSESSMENT

Copies of the Employee Satisfaction Survey (including the questions covering demographic information), the Former Employee Survey and the Turnover and Retention Survey are attached to this report as Appendix 1,2,and 3 respectively.

DEMOGRAPHICS

A total of one thousand, three hundred and sixty-eight (1,368) surveys were distributed to one hundred and fifty-three (153) licensed child care centres across all five DCRE regions within Saskatchewan. Of these, 140 were sent to executive directors in these centres; it should be noted that some executive directors/directors are responsible for more than one centre. In total, nine hundred and thirty-seven (937) responses were received. This represents an extremely good response rate (68.49%) particularly in light of very tight timelines applied to mailing and completion of the surveys.

This level of response is also an indication of the interest taken by all with respect to this sector study and to the sector's commitment to seeing an enhanced and more effective and inclusive approach to early learning and child care in the province.

All respondents were asked to complete the demographics section of the first survey. This enabled the consultants to cross-tabulate some of the resulting data. Information that could be used to identify the respondent was provided on a voluntary basis.

The more significant information that emerged from this demographic data is as follows:

Number of years in the sector

	Percentage Responses	Cumulative Percentages
Less than 3 years	**52.0**	**52.0**
3 to 5 years	**9.3**	**61.3**
5 to 10 years	**14.9**	**76.2**
10 to 15 years	**8.1**	**84.3**
More than 15 years	**14.0**	**98.3**

** missing responses not included; percentages may not add up to 100*

The significance of this information is that over half of current staff (52%) have been employed in the sector for less than three years. A further breakdown of this data shows that forty-one percent (41%) have been in the sector for less than one year, and seven percent (7.05%) for less than two years.

Among human resources professionals a ten percent (10%) turnover is taken as an indicator of turnover problems. This would seem to clearly indicate that the licensed child care sector has significant issues to overcome in the areas of staff recruitment and retention, a first step to providing a higher quality and more stable workforce.

Current salary

	Percentage responses	Cumulative percentages
Less than $8	**8.0**	**8.0**
$8.00 to $8.99	**10.7**	**18.7**
$9.00 to $9.99	**11.6**	**30.3**
$10.00 to $10.99	**13.4**	**43.7**
$11.00 to $11.99	**14.8**	**58.5**
$12.00 or more	**34.9**	**93.0**

** missing responses not included; percentages may not add up to 100*

This information sheds some light on the recruitment and retention issues faced by licensed child care centres. The wages outlined here are clearly not sufficient to recruit and retain a sustainable number of individuals who have completed one or two years of post secondary training. In Saskatchewan's current labour market, individuals with this level of qualification have options that would be much more lucrative. Clearly wages are not the sole determinant of employment within a job. They are a key one, however.

Hours of work per week

	Percentage responses	Cumulative percentages
Up to 8 hours	4	4
9 to 20 hours	6.8	10.8
21 to 35 hours	23.3	34.1
35.5 to 37.5 hours	16.1	50.2
37.6 to 40 hours	45.9	96.1

** some claimed hours over 40 when such would be overtime; percentages may not add up to 100*

Positions of 20 hours a week or less represent nearly eleven percent (10.8%) of the jobs in the sector. As well, almost one quarter (23.3%) of staff in licensed child care centres work at least half time and a further forty-six percent (45.9%), almost half the workforce, hold jobs with at least 37.6 hours per week. This appears to be a healthy balance of hours across the work force, particularly given that some respondents to the survey were cooks (107) and clerical staff (54), typically assigned to part time roles.

Centre staff size

	Percentage responses	Cumulative percentages
1 to 8 staff	47.5	47.5
9 to 15 staff	39.0	86.5
16 staff or more	13.5	100

Given Saskatchewan's large rural sector and its small population base, it stands to reason that the large majority of licensed child care centres would be relatively small. This may be a factor in the high rates of satisfaction staff expressed later in this survey with respect to their sense of belonging in their centres and the common goals shared by their teams. This is a positive factor and may be worth considering when planning recruitment and retention strategies.

Geographic location

	Percentage responses	Cumulative percentages
Urban	72.7	72.7
Rural	23.1	95.7
Northern	4.3	100

EMPLOYEE SATISFACTION SURVEY

The Employee Satisfaction Survey was developed in response to a need to gather concrete and first-hand information to supplement the information provided by the broad range of stakeholders in the sector (and in particular, child care staff and their associations) with respect to current recruitment and retention issues.

This survey was done in two parts. The first section consisted of questions designed to collect demographic information. The second section consisted of a series of questions covering a range of typical work issues: work loads, supervisor support, wages, benefits, leaves, hours of work, etc. Designed for completion by current employees and directors

in all licensed child care centres in the province, it measured the extent of each respondent's agreement with certain statements.
It also asked respondents to identify how important the item was to them. This allowed for an assessment of what matters to employees as well as of their likes/dislikes. This combination (extent of agreement with a statement and valuing its importance to the respondent) offers an opportunity to prioritize which issues to address when. For example, given that a significant group of respondents identify an item as one they agree with and one they place great value on, government as well as the child care community may wish to act on it as a priority. What is measured in the employee satisfaction survey is the gap between statements that are deemed important and the extent to which employees agree with these statements.

It should be noted that data entry for this part of the survey (the first part being the demographics section which had 937 respondents) was stopped at 474 entries (49.5% of total respondents) due to time limitations imposed by deadlines for completion of this report. This decision was based on the following concept: " 400 surveys gives you 95% confidence level with a confidence interval of 4. The **confidence interval** is the plus-or-minus figure usually reported in newspaper or television opinion poll results. For example, if you use a confidence interval of 4 and 47% percent of your sample picks an answer you can be "sure" that if you had asked the question of the entire relevant population between 43% (47-4) and 51% (47+4) would have picked that answer. The **confidence level** tells you how sure you can be. It is expressed as a percentage and represents how often the true percentage of the population who would pick an answer lies within the confidence interval. The 95% confidence level means you can be 95% certain; the 99% confidence level means you can be 99% certain. Most researchers use the 95% confidence level. " [2]

Accordingly, we concluded that though not all responses were entered, a sufficient number was recorded to provide a reliable level of statistical credibility.

The responses to Section Two of the Employee Satisfaction Survey provided the basis for an in-depth view of employees' and director's perspectives on issues ranging from job satisfaction and management roles to workloads and wages. Section two of the survey offered a range of statements pertaining to work and requested respondents' opinions about each. The full list of the statements included in this section, as well as the responses given along the agreement and importance scales, is attached as Appendix 4. For the purpose of this report narrative, we will focus on those statements where agreement and disagreement were strongest relative to importance.

Respondents to this survey consistently disagreed with the statement, "My wage is fair for my responsibilities". Indeed, this statement was the clearest point for disagreement by far: it can fairly be stated that a strong majority of staff in licensed child care centres do not believe they are adequately paid for the work they do.

This theme of insufficient wages, when combined with comments on benefits, was patently the strongest where responses were concerned.

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[2] Source: http://www.surveysystem.com

The second strongest area eliciting disagreement from respondents was that of training. From issues of accessibility and cost, to on-the-job training, this entire area is a large cause for dissatisfaction among licensed child care staff.

The following chart provides details of the levels of dissatisfaction in these two areas:

Levels of Disagreement with Employee Satisfaction Survey statements

High Importance, Low agreement	Disagree*	Important**
WAGES and BENEFITS		
47. My wage is fair for my responsibilities.	72.1	99.1
48. I am satisfied with the benefits I receive.	53.5	99.0
53. I feel the current benefits offered to me are sufficient for me and my family.	53.4	97.7
50. I am satisfied with the amount of sick leave I receive.	26.6	98.9
52. I feel I understand the benefits I am entitled to.	21.7	98.2
49. I am satisfied with the amount of vacation I receive.	21.4	97.9
TRAINING		
37. I can afford the time and cost of the training I need.	72.9	96.2
38. The training I need is located where I can easily have access to it.	36.9	93.8
33. When I first started this job, I received the on-the-job training required to do my job.	34.1	97.1
34. I continue to receive training in order to do my job.	26.6	94.8
36. I know where and how to access the training I need to do my job.	21.1	96.2
35. I receive opportunities for on-going professional development (e.g. in-service training).	20.0	95.2

* *Combines the Strongly Disagree and Disagree scores in the survey*

** *Combines the Important and Very Important scores in the survey*

There were certainly areas where respondents agreed with the survey statements. Details of those are as follows:

Levels of agreement with Employee Satisfaction Survey statements

High Importance, High Agreement	Agree*	Important**
16. My work gives me a feeling of personal accomplishment.	97.2	99.5
26. I am clear on who my supervisor is.	97.4	98.0
25. I am motivated to see my organization succeed.	96.6	98.9
40. Providing high quality service is a top priority at my workplace.	95.9	96.7
23. I am comfortable with the physical demands of		

my job.	94.2	96.7
17. I am given enough authority to make decisions in my job.	91.1	98.6
24. I have a sense of belonging to the centre as a whole.	90.0	97.8
42. Interactions with parents are a reward of my job.	90.7	94.5
41. I am given the opportunity to form partnerships with parents.	90.5	96.7

* *Combines the Agree and Strongly Agree scores in the survey*
** *Combines the Important and Very Important scores in the survey*

Wages emerged as such a source of dissatisfaction that further study of the survey data was warranted for this area. The results of this are as follows:

Wages by job category: Child Care Workers

	Percentage responses	Cumulative percentages
Less than $8.00	8.4	8.4
$8.00 to $8.99	11.9	20.3
$9.00 to $9.99	13.2	33.5
$10.00 to $10.99	15.7	49.2
$11.00 to $11.99	15.7	64.9
$12 or more	32.20	97.1

* *missing responses not included; percentages may not add up to 100*

According to this data, sixty-four and one half percent (64.5%) of Early Learning Educators (ECEs) in licensed child care centres earn less that $12.00 per hour.

Wages by job category: Supervisors

	Percentage responses	Cumulative percentages
Less than $8.00	2.7	2.7
$8.00 to $8.99	0.9	3.6
$9.00 to $9.99	8.0	11.6
$10.00 to $10.99	7.1	18.7
$11.00 to $11.99	18.8	37.5
$12 or more	62.5	100

* *missing responses not included; percentages may not add up to 100*

Supervisors fared better, with only thirty-seven and one half percent (37.5%) of them earning less that $12.00 per hour.

Wages by job category: Executive directors

	Percentage responses	Cumulative percentages
Less than $8.00		
$8.00 to $8.99		
$9.00 to $9.99	1.4	1.4
$10.00 to $10.99	5.7	7.1
$11.00 to $11.99	4.3	11.4
$12 or more	88.6	100

* *missing responses not included; percentages may not add up to 100*

Executive directors fared best, with almost ninety percent (88.6%) of them earning over $12.00 per hour.

Anecdotal information provided by respondents at the end of this survey confirmed much of what was covered above. Wages and benefits were the most broadly based and intensely felt source of dissatisfaction among licensed child care staff. The next most important complaint in the anecdotal information concerned poor supervisory and management performance. This latter information, we will see, is consistent with how the executive directors rated themselves on the related competencies.

It is interesting to note that perceived lack of career opportunities is another item on the list of dissatisfactions. When one combines that issue with a collective belief that wages are far too low for the amount of education required and the nature of an Early Learning Educator's work, it is little wonder that retention numbers are as high as we have found them in this sector.

The Employee Satisfaction Survey points to a broadly shared perception that wages within licensed child care centres are measurably below what is needed. In particular, they are seen as unfair relative to the responsibilities of the positions. Indeed, the compensation package as a whole, including benefits and sick time, emerged in this survey as the point of greatest dissatisfaction.

Training was the next largest source for dissatisfaction. Issues of accessibility and cost were particularly prevalent. On-the-job training is another area where improvements appear to be needed.

FORMER EMPLOYEE SURVEY

There is much anecdotal information about the issues within licensed child care centers that render them unable to recruit and/or retain qualified staff. The need to test, and perhaps to supplement, this anecdotal information with more concrete and objective information led to the Former Employee survey/questionnaire being included in the survey packages to go out to centres.

The survey was distributed to former employees contacted by executive directors of licensed centres; these individuals had worked for the centre within the 18 months preceding the contact. They were encouraged to complete the survey and return it directly to Rochon Associated as a means of ensuring that their responses would be treated confidentially. The survey achieved a good response rate, with 39 former employees replying. Though this response rate may not constitute sufficient numbers to give statistical credibility to the survey's results, these results nevertheless provide concrete indications of areas of concern, areas that emerged time and again in individuals' responses to the survey.

This survey offered good information about the nature of the work former employees had left, as well as information about their likes and dislikes with respect to that work.

The first question asked of former employees was how long they worked at the centre they had left:

Duration at centre

Number of years	Percentage responses	Cumulative responses
Less than 1 year	27.7	27.7
Less than 2 years	13.9	41.6
Less than 3 years	13.9	55.5
Less than 5 years	16.7	72.2
Less than 8 years	8.4	80.6

What is noticeable from these responses is that large percentages of employees were lost in year 1, year 2, year 3 and so on until the other side of year 5. This indicates that retention efforts would be best focused on more recent employees. Indeed, different strategies for each of the first 3 years would likely bear the best results.

A substantial number of respondents possessed the education expected of Early Learning Educators:

Education level of employees who left centres

	Percentage responses	Cumulative percentage
Level I	28.2	28.2
Level II	38.5	66.7
Level III	20.5	87.2

** missing responses not included; percentages may not add up to 100*

This information indicates that efforts to attract former employees back into the sector are worthwhile. Given the time and expense involved in putting individuals through the Level II and III programs in particular, such efforts would appear relatively important as a strategy in addressing staff turnover in the licensed child care sector.

It is probably worth repeating here that these survey responses are from individuals approached by executive directors and personally invited to participate. Thus it appears reasonable to state that these participants were favored by the Directors (who wanted to learn how to attract them back) and likely to have had better education than others who were not invited/did not respond. That being said, the numbers above are thought provoking in terms of the value of focusing on past employees as potential recruits back to licensed child care centres.

Wages proved as large an issue for former employees as they did for current employees. In fact it appears this was a larger issue for them, based on response data:

Wage levels of employees who left centres

	Percentage responses	Cumulative percentages
Less than $8	10.4	10.4
$8.00 to $8.99	18.1	28.5
$9.00 to $9.99	15.5	44.0
$10.00 to $10.99	18.1	62.1
$11.00 to $11.99	10.4	72.5
$12.00 or more	15.6	88.1

** missing responses not included; percentages may not add up to 100*

Clearly the wages for former employees overall were lower than wages as reported by current employees. No doubt some of this can be explained by the larger percentage of casuals and summer students among those who leave, as indicated by other data derived from other surveys. Nevertheless, it remains that wages in the past appear to have been as large an issue as they are in the present.

An entire section of the Former Employee Survey consisted of statements with respect to the work that required a response from "strongly disagree" to "strongly agree", as was the case with the Employee Satisfaction Survey, but there was not an "important" to "not important" scale.

The statements receiving the strongest responses—pro or con—in this section were:

- *I enjoyed the type of work I was doing:* This statement received a solid ninty-five percent (95%) agreement. It is consistent with responses from current employees who are also united in their appreciation for child care related work. This is a positive trait for the sector and should be kept in mind as recruitment and retention strategies are developed.
- *There was an acceptable work load in my position:* Almost a quarter (23%) of respondents were in disagreement. That represents a substantial grouping of individuals who felt—presumably—that they were overworked. Some of this response may also be related to the child-staff ratios in that they can create situations where staff have to work longer hours than scheduled in order to ensure regulatory coverage.
- *I was satisfied with the number of hours I received:* A hefty 87.2% of respondents agreed. This is contrary to some anecdotal information indicating that people leave the sector because of too few hours.
- *I was satisfied with the wages I received:* Though there was a relatively even split on this statement—51.5% disagreed while 48.7% agreed—the "No" camp's responses were far more emphatic: 33.3% "strongly disagreed" while only 7.7% "strongly agreed". This points to wages being a factor for former employees—no doubt large enough a factor to have influenced at least some departures from the sector.
- *I am satisfied with the benefits I received:* In this instance the "No" camp won with a 46.1% response to 38.5% in agreement (the balance responded "not applicable"). And here too the disagreement was emphatic with 17.9% respondents strongly disagreeing.
- *I was satisfied with the orientation and training opportunities received.* Though the majority of respondents agreed, a disconcerting 25.7% did not. This is a large grouping of individuals providing feedback similar to that given by current employees on the same theme: child care centres do not sufficiently orient or develop their staff.
- *I was treated fairly by my direct supervisor:* Fully 97.5 respondents agreed.
- *I did not have the skills to do the work I was assigned:* The majority disagreed with this statement but again, a substantial 25.6% agreed. This may be a reflection of employees with casual and non-permanent status, but is nevertheless a troubling percentage of respondents.
- *I would be willing to work for this organization again:* A total 20.6% respondents disagreed, though most only "slightly disagreed".

A third section of the Former Employee Survey asked respondents to indicate the importance of 9 factors listed as potential reasons for their leaving the centre. Details of their responses are as follows:

Reasons sited by employees for leaving their centres

	Not Important	Slightly Important	Important	Very Important
Wages/benefits	17.9	5.1	12.8	59.0
Hours of work	59.0	5.1	12.8	12.8
Work load	48.7	12.8	10.3	20.5
Shift/weekend work	64.1	2.6	5.1	10.3
Management	53.8	10.3	5.1	12.8
Supervisor	56.4	12.8	2.6	10.3
Co-workers	61.5	7.7	2.6	20.5
Disliked duties	53.8	17.9	10.3	2.6
Work environment	46.2	23.1	5.1	15.4

** missing responses not included; percentages may not add up to 100*

It follows from these results that wages were the single largest reason why these former employees left their centres. The next two most significant factors are work load and co-workers. The former is consistent with previous responses in this survey. Unfortunately, there were no further questions with respect to co-workers so it is difficult to assess what that as a factor may entail.

Anecdotal comments offered by respondents to supplement their numeric responses were consistent with the above. On the positive side, former employees typically enjoyed working in the child care centres and generally believed they were fairly treated. On the down side, wages were decidedly unsatisfactory. Other reasons for leaving included work load issues and what appear to have been strained relationships within the workplace.

It should be noted that the Former Employee Survey is a good exit interview format. The use of exit interviews are a key tool to any retention strategy — how can one hope to stop staff loss if one doesn't know its causes? — and we suggest that any such strategy include this or a similar tool.

TURNOVER AND RETENTION SURVEY

This survey was distributed to all executive directors as a means of collecting sufficient data to assess the current state of staff retention within licensed child care centres. The survey focused on two sets of employees: those who had permanent status, and those who were in casual positions. A total of 88 Directors (from a potential 140 who received surveys) provided responses to this survey.

Directors' responses re: Permanent staff who left

Reasons for leaving	Number of employees
Position with another child care	21
Position in same profession	16
Position in a different profession	47
Retirement	11
Family relocation	33

Directors' responses re: Casual staff who left

Reasons for leaving	Number of employees
Position with another child care	14
Position in same profession	16
Position in a different profession	47
Retirement	2
Family relocation	11

Directors also provided information about employees leaving for reasons other than those listed on the survey. These included:

Permanent staff

Other reasons for leaving	Numbers of employees
Returning to school	9 (4 in other fields)
Maternity leave (some return, some not)	9
Dismissed	8
Laid off/term positions	4
Personal/family/illness/travel	6
Left /other job	2
Left to open own child care	1
Leave of absence	1

Casual staff

Other reasons for leaving	Number of staff
Returning to school	11
Maternity leave (some return, some not)	1
Dismissed	3
Laid off/term positions	3
Personal/illness/family/travel	1
Left/other job	1
Left to open own child care	1
Not enough money	1

FINDINGS, TRAINING NEEDS ASSESSMENT

Copies of the Staff Competency Matrix and the Executive Director Competency Matrix are attached as Appendix 5 and 6 respectively.

STAFF COMPETENCIES

The Staff Competencies Matrix forwarded to Early Childhood Educators in licensed child care centres covered 33 competencies.

The following results were calculated by clustering employees' responses (in terms of percentage of responses) to the A and B functioning levels (A describing functioning at a developmental level and B describing functioning at an entry level). This approach allowed for a numerical comparison of staff functioning levels across the 33 competencies such that those competencies where staff most consistently rated themselves as less functional could be identified relative to the others.

Results re: Staff Competencies Survey

Sequence	A	A&B	COMPETENCY
1	11.5	61.4	Observes, assesses and documents children's development and learning
2	3.8	56.0	Sets and accomplishes goals
3	2.3	52.5	Uses coaching techniques with children
4	3.6	52.2	Recognizes situations which should be referred to others
5	7.2	51.3	Creates and documents developmentally appropriate programs
6	7.0	50.7	Implements program plans
7	5.3	49.8	Understands developmental stages and required supports
8	8.8	49.8	Implements documentation procedures
9	8.1	48.4	Creates professional and supportive relationships with other professionals
10	5.6	48.2	Evaluates and creates appropriate environments
11	2.3	44.4	Reinforces positive behavior
12	5.9	43.3	Encourages and enhances children's language, literacy and communication skills
13	3.4	42.5	Uses teachable moments
14	4.0	40.3	Encourages children's social skills
15	3.8	40.1	Creates an inclusive environment
16	1.9	39.6	Makes good decisions
17	4.6	39.3	Demonstrates effective written communications
18	1.3	38.6	Provides positive support for children's development
19	3.6	37.9	Creates appropriate and supportive working relationships with parents and families
20	1.4	37.1	Demonstrates professionalism
			Understands and follows policies and procedures and

21	**5.6**	**36.2**	**safety rules and practices**
22	**2.1**	**35.7**	**Demonstrates effective verbal communications**
23	**3.5**	**31.3**	**Creates professional and supportive working relationships with co-workers**
24	**1.2**	**29.0**	**Uses listening skills**
25	**3.7**	**26.4**	**Demonstrates flexibility**
26	**3.5**	**26.4**	**Understands and models safe food handling practices**
27	**1.5**	**25.9**	**Demonstrates self knowledge**
28	**2.1**	**25.3**	**Manages time effectively**
29	**1.9**	**23.2**	**Works in a team**
30	**2.5**	**18.8**	**Maintains confidentiality**
31	**0.8**	**16.6**	**Demonstrates respect and affection for children**
32	**0.8**	**15.1**	**Understands and models positive health and hygiene practices**
33	**0.8**	**14.1**	**Able to work independently**

It is worth noting that items 1, 5, 6, 8 and 9 rated fairly high at the A level of competency which is indicative of functioning at the developmental level. This denotes a good number of staff requiring basic training in these areas.

Of particular interest here is that 8 of the first 10 competencies listed—in other words, the competencies where staff self-assessed as least effective—were deemed during the focus group process as fundamental competencies ("pedagogical foundations" as one participant called them) for Early Learning Educators (items 1,3,and 5 to 10). In fact, the competency seen by educators as pivotal to the ECE role (understands developmental stages and required supports) came in as item 7, among the top 10 requiring further training from a total 33 competencies.

Another interesting set of results is the list of competencies that fall at the "bottom" of this list: from item 20 downward, all but 2 items (26 and 32) are what we refer to as "compatibility" competencies. These are the competencies deemed to be consistently part of the skills set of individuals who become effective workers in child care settings, over and above the "core" competencies that create effective ECEs. It makes sense that employees in the sector currently have these skills because those who don't are not likely to remain in the sector for long: either they determine the work is not a good fit for them, or their work behaviors reflect the poor fit to the point where they need to be addressed.

These results, then, confirm that the compatibility competencies in the staff competencies matrix are the right ones for this work force. This information can be a useful tool for organizations choosing to screen (education and/or employment) applicants wishing to work in the sector. Certainly, such screening would seem fundamental in any strategy designed to reverse the negative turnover and retention problems in the licensed child care sector.

It is noteworthy that staff as a whole provided self-assessments that we consider inflated, in that their collective assessment of their abilities placed them more often than not in the High Contributor (C) and Model Contributor (D) categories. Using the Bell Curve model as a guide, a larger proportion of ratings should have fallen into the Contributor (B) category than was the case. This tendency for staff to self-assess more

positively than should have been the case indicates that the low ratings listed in the chart above may in fact be optimistic i.e. there is reason to believe larger percentages of staff need the training listed than is noted here.

EXECUTIVE DIRECTORS COMPETENCIES

Results re: Executive Directors Competencies Survey

Sequence	A	A&B	COMPETENCY
1	25.6	65.1	Technology
2	14.0	58.1	Delegating and motivating
3	10.6	57.6	Advocacy
4	4.7	54.7	Managing performance
5	17.6	52.9	Fiscal management
6	11.9	47.6	Program administration
7	0.0	47.1	Program operations
8	8.2	45.9	Leadership (programming)
9	10.5	40.7	Leadership (staffing)
10	4.7	38.4	Hiring and staffing

Executive directors appeared to be more realistic than staff in their self-assessments, in that the proportion of responses expected to show in the Contributor (B) category relative to the C and D categories did in fact materialize.

The results show a group of individuals struggling to meet the needs of difficult roles despite real shortcomings in the skills and knowledge required to perform the roles. Of particular note are items 1, 2, 3, 5, 6 and 9 where over 10% of respondents fall into category A (Partial Contributor). This represents 60% of the key competencies Executive directors are deemed to require in order to fulfill their roles effectively and comfortably.

LITERATURE REVIEW

The Literature Review (attached as Appendix 7) was written to provide international, national and regional context to the sector study. It covers trends in the child care and early learning sectors across the country, including a review of remuneration patterns, a profile of the early learning chid care workforce, a discussion on recruitment and retention and the need to recognize and professionalize this workforce.

What emerges is a description of other jurisdictions' struggles with the issues that have emerged in this report, and an assessment of the relative successes experienced in dealing with them. The literature review was prepared by Turning Point Consultants on a sub-contract to Rochon Associated.

CONCLUSION

The province has clearly stated its intention to support the community-based early learning and child care sector as well as innovative programming that integrates early learning and child care with community and school-based programs and services. The genesis for such work is a qualified and stable workforce. The information presented in this report will no doubt inform how this can best be brought about.

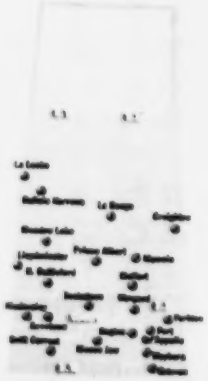
APPENDIX 1

EMPLOYEE SATISFACTION SURVEY, LICENSED CHILD CARE CENTRE STAFF

Please complete the following and return it in the stamped and self-addressed envelope to Rochon Associated Human Resources Management Consulting Inc. Your response will be dealt with in the strictest confidence and destroyed once its data is entered into the overall report outlining survey responses from across the province.

Section one: PROFILE INFORMATION

To assist us in determining trends within regions, types of positions, centres of varying sizes, etc. we need to know:



1. In what region o f the province is your centre located?
(Circle the appropriate region on the map)

2. What is your job title?_____

3. How long have you worked in the child care sector? _____

4. What is your level of training:
    a. ❑ Level I (120 hours Introductory Courses)
    b. ❑ Level II (1 year ECE Certificate or equivalent)
    c. ❑ Level III (2 year ECE Diploma or equivalent)

5. Your Current Salary: _$_____hour

6. How many hours per week do you work? _____hours/week

7. Is your position: Permanent _____ Casual _____ Full time_____ Part time_____ **(check all that apply)**

8. How large is the centre you work in?
    a. ❑ 1 to 8 staff
    b. ❑ 9 to 15 staff
    c. ❑ 16 or more staff

9. Is your centre…?
    a. ❑ Urban (Regina, Saskatoon, Prince Albert, Moose Jaw)
    b. ❑ Rural
    c. ❑ Northern (north of Prince Albert)

10. The child/staff ratio in your centre… **(for Executive Directors only)**
    a. ❑ Meets required ratios (1 staff per 10 children)
    b. ❑ Exceeds required ratios

11. Where do you work in the centre? **(check all that apply)**
    a. ❑ Child Care Worker/Early Learning Educator
    b. ❑ Supervisor/Assistant Director/Inclusion Coordinator
    c. ❑ Executive Director
    d. ❑ Clerical/Office Support
    e. ❑ Cook

12. How long have you worked for this centre? **(check one)**

a. ❑ Less than 6 months
b. ❑ 6 months – 1 year
c. ❑ 1 to 3 years
d. ❑ 3 to 5 years
e. ❑ 6 to 10 years
f. ❑ over 10 years

13. Your age?

a. ❑ Under 25 years
b. ❑ 26-35 years
c. ❑ 36-45 years
d. ❑ 46-55 years
e. ❑ 56-65 years
f. ❑ 65+ years

14. What is your gender? **(response optional)**

a. ❑ Female
b. ❑ Male

15. In addition to your position(s) at this centre, do you currently work at any other job(s) for other employers?

a. ❑ Yes
b. ❑ No

Section Two: EMPLOYEE SATISFACTION SURVEY

Please complete the chart below. Please indicate (with a checkmark in the appropriate column) the importance of and your agreement/disagreement with each statement. If the statement is not applicable to you, please put a checkmark in the "N/A" column and move on to the next statement.

			To what extent do you agree?				How important is this to you?			
		N/A	Disagree Strongly	Disagree	Agree	Agree Strongly	Not important at all	Not very important	Important	Very important
16.	My work gives me a feeling of personal accomplishment.									
17.	I am given enough authority to make decisions in my job.									
18.	The amount of work I am expected to do is realistic.									
19.	The timelines given to do my work are reasonable.									
20.	There are adequate resources to do the job properly.									
21.	The facilities and equipment in my centre are adequate to do my job.									
22.	I have sufficient opportunity to participate in making decisions that may impact on me.									

			To what extent do you agree?				How important is this to you?			
		N/A	Disagree Strongly	Disagree	Agree	Agree Strongly	Not important at all	Not very important	Important	Very important
23.	I am comfortable with the physical demands of my job.									
24.	I have a sense of belonging to the Centre as a whole.									
25.	I am motivated to see my organization succeed.									
26.	I am clear on who is my supervisor. (the individual or group I report to directly e.g. Supervisor, Director, etc)									
27.	My supervisor's expectations are clear to me.									
28.	My supervisor treats me with respect.									
29.	My supervisor gives me sufficient constructive feedback about my work.									
30.	Face to face communication with my supervisor happens on a regular basis.									
31.	I have confidence in the leadership of this centre.									
32.	I have the training I need to do my job.									

			To what extent do you agree?				How important is this to you?			
		N/A	Disagree Strongly	Disagree	Agree	Agree Strongly	Not important at all	Not very important	Important	Very important
33.	When I first started this job, I received on-the-job training required to do my job.									
34.	I continue to receive training in order to do my job.									
35.	I receive opportunities for on-going professional development (e.g. in-service training).									
36.	I know where and how to access the training I need to do my job.									
37.	I can afford the time and cost of the training I need.									
38.	The training I need is located where I can easily have access to it.									
39.	My team has common goals.									
40.	Providing high quality service is a top priority at my workplace.									
41.	I am given the opportunity to form partnerships with parents.									
42.	Interactions with parents are a reward of my job.									
			To what extent do you agree?				How important is this to you?			

		N/A	Disagree Strongly	Disagree	Agree	Agree Strongly	Not important at all	Not very important	Important	Very important
43.	Interactions with external professionals and specialists are a reward of my job.									
44.	I feel supported in my role when working with children who have special needs (identified or unidentified)									
45.	I feel supported in my role when working with children whose behaviour I find challenging.									
46.	There are sufficient opportunities to stay informed about what is going on.									
47.	My wage is fair for my responsibilities.									
48.	I am satisfied with the benefits I receive.									
49.	I am satisfied with the amount of vacation I receive.									
50.	I am satisfied with the amount of sick leave I receive.									
51.	My organization is flexible with respect to my family responsibilities.									
			To what extent do you agree?				**How important is this to you?**			

		N/A	Disagree Strongly	Disagree	Agree	Agree Strongly	Not important at all	Not very important	Important	Very important
52.	I feel I understand the benefits I am entitled to.									
53.	I feel the current benefits offered to me are sufficient for me and my family.									
54.	I can achieve my long-term career goals at my workplace.									
55.	I would recommend employment at this centre to a friend.									

56. What parts of working for this organization do you find most satisfying? Least satisfying?

Centre(optional): _____

Thank you for completing the survey. Please mail it in the stamped return envelope as soon as possible. The resulting report will be provided to all centres that participate. **The deadline for returned surveys is November 25, 2005.**

APPENDIX 2

FORMER EMPLOYEE SURVEY

Licensed Child Care Centres, Saskatchewan

Please complete the following and return it in the stamped and self-addressed envelope to Rochon Associated Human Resources Management Consulting Inc. Your response will be dealt with in the strictest confidence and destroyed once its data is entered into the overall report outlining survey responses from across the province.

To assist us in determining trends within regions and/or centres of varying sizes, we need to know:

1. Centre where you worked:

2. Your title:

3. How long you worked for that centre:

4. How long you worked in the child care sector:

5. Your level of training: Level 1 _____ Level 2 _____ Level 3 _____

6. Salary When You Left: $ _____ /hour

Please rate the following items:

		Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Not Applicable
8.	I enjoyed the type of work I was doing (duties, tasks, etc.)							
9.	There was an acceptable workload in my position.							
10.	I was satisfied with the number of hours of work I received.							

11.	I was satisfied with the wages I received.							
12.	I was satisfied with the benefits I received.							
13.	I was satisfied with the orientation and training opportunities received.							
14.	I was treated fairly by my direct supervisor.							
15.	I did not have the skills to do the work I was assigned.							
16.	I received adequate recognition and appreciation for my work.							
17.	I would be willing to work for this supervisor again.							
18.	Employees at this workplace got along well and work as a team.							
19.	I would be willing to work for this organization again.							

Please explain any of the above items to which you strongly disagreed:

Reason for Leaving:

Indicate how much the following were factors in your decision to leave:

		Very Important Factor	**Important Factor**	**Slightly Important Factor**	**Not Important Factor**
20.	Wages/Benefits				
21.	Not enough hours of work				
22.	Workload				
23.	Shift/weekend work				
24.	Management				
25.	Supervisor				
26.	Co-workers				

27.	Disliked duties				
28.	Work Environment				

29. Please explain any of the above items that you rated as being important factors in your decision to leave, and give your main reason for leaving:

30. What could have been done to prevent you from leaving? When should this have been done?

31. If you had left this job for another a job with another employer, what were the factors that convinced you to make the move?

32. What was the best thing about working at the Centre?

33. Additional Comments:

Thank you for taking the time to complete this document. Your responses will be used to improve child care across the province.

Information contained in this document is confidential.

APPENDIX 3

SURVEY FOR DETERMINING TURNOVER AND RETENTION RATES
Licensed Child Care Centres in Saskatchewan 2005

Centre Name: _____

Contact Name: _____

Telephone: _(306) _____

Email: _____

Date this survey was completed: _____

1. Permanent Employees:

A. Total number of permanent employees working in your centre: _____

B. Total number of permanent employees who have left employment in your centre since January 2004: _____

Please Indicate Employees' Reason For Leaving:

	Reason For Leaving	**# of permanent employees leaving for this reason**
1.	Offered a position with another day care	
2.	Offered a position in the same profession (early learning educator)	
3.	Offered a position in a different profession	
4.	Retirement	

5.	Family relocation (e.g. spouse or partner being transferred)	
6.	Other (please specify reasons)	
a.		
b.		
c.		
d.		
e.		

2. Casual or Temporary Employees :

A. Total number of casual or temporary employees working in your centre:_____

B. Total number of casual or temporary employees who have left employment in your centre since January 2004: _____

Please Indicate Employees' Reason For Leaving:

	Reason For Leaving	**# of casual employees leaving for this reason**
1.	Offered a position with another day care	
2.	Offered a position in the same profession (early learning educator)	
3.	Offered a position in a different profession	
4.	Retirement	
5.	Family relocation (e.g. spouse or partner being transferred)	
6.	Other (please specify reasons)	
a.		

b.		
c.		
d.		

Has the last year's turnover been typical?

Are any employees who leave returning?

Do you have further comments you wish to make regarding employee turnover and retention?

APPENDIX 4

RESULTS OF EMPLOYEE SATISFACTION SURVEY
For Final Report, ELCC Sector Study

			To what extent do you agree?				How important is this to you?			
		N/A	Disagree Strongly	Disagree	Agree	Agree Strongly	Not important at all	Not very important	Important	Very important
16.	My work gives me a feeling of personal accomplishment.	---	---	2.8	56.1	41.1	0.2	0.2	33.8	65.7
17.	I am given enough authority to make decisions in my job.	--	0.2	8.7	60.8	30.3	---	1.3	50.4	48.2
18.	The amount of work I am expected to do is realistic.	---	2.6	15.9	59.4	22.1	---	0.9	52.6	46.5
19.	The timelines given to do my work are reasonable.	---	1.7	12.8	63.9	21.6	---	1.8	57.4	40.8
20.	There are adequate resources to do the job properly.	---	3.0	13.5	60.4	23.0	---	0.4	43.2	56.3
21.	The facilities and equipment in my centre are adequate to do my job.	---	1.9	16.3	56.9	24.8	---	0.7	40.3	59.0
22.	I have sufficient opportunity to participate in making decisions that may impact on me.	---	1.7	16.0	57.7	24.6	---	0.9	44.3	54.8

			To what extent do you agree?				How important is this to you?			
		N/A	Disagree Strongly	Disagree	Agree	Agree Strongly	Not important at all	Not very important	Important	Very important
23.	I am comfortable with the physical demands of my job.	---	0.6	5.1	64.8	29.4	0.2	3.1	52.6	44.1
24.	I have a sense of belonging to the centre as a whole.	---	1.9	8.1	49.0	41.0	0.7	1.5	33.1	64.7
25.	I am motivated to see my organization succeed.	---	0.2	3.2	41.4	55.2	---	1.1	37.1	61.8
26.	I am clear on who is my supervisor. (the individual or group I report to directly e.g. Supervisor, Director, etc)	---	1.1	1.3	36.4	61.0	---	2.0	40.1	57.9
27.	My supervisor's expectations are clear to me.	---	3.1	11.5	51.0	34.4	0.2	0.9	41.6	57.3
28.	My supervisor treats me with respect.	---	1.6	6.5	43.6	48.3	---	0.2	24.8	74.9
29.	My supervisor gives me sufficient constructive feedback about my work.	---	2.5	21.8	50.3	25.4	---	1.1	42.0	56.9
30.	Face to face communication with my supervisor happens on a regular basis.	---	2.2	13.5	48.1	36.2	---	2.5	42.1	55.2
31.	I have confidence in the leadership of this centre.	---	2.9	11.9	49.4	35.8	0.2	1.1	37.6	60.8
32.	I have the training I need to do my job.	---	1.5	10.3	50.0	38.1	0.2	0.9	31.3	67.6

			To what extent do you agree?				How important is this to you?			
		N/A	Disagree Strongly	Disagree	Agree	Agree Strongly	Not important at all	Not very important	Important	Very important
33.	When I first started this job, I received on-the-job training required to do my job.	---	6.7	27.4	50.3	15.6	0.2	2.7	46.2	50.9
34.	I continue to receive training in order to do my job.	---	3.1	23.5	53.9	19.3	1.1	4.1	45.7	49.1
35.	I receive opportunities for on-going professional development (e.g. in-service training).	---	3.5	16.5	50.4	29.3	0.2	4.6	42.4	52.8
36.	I know where and how to access the training I need to do my job.	---	3.1	18.0	55.3	23.7	0.7	3.2	53.1	43.1
37.	I can afford the time and cost of the training I need.	---	30.0	42.9	22.7	4.4	0.7	3.1	38.1	58.1
38.	The training I need is located where I can easily have access to it.	---	11.1	25.8	52.5	10.6	0.5	5.7	48.3	45.5
39.	My team has common goals.	---	2.6	13.2	60.7	23.3	0.2	1.1	41.2	57.5
40.	Providing high quality service is a top priority at my workplace.	---	0.2	4.3	42.6	52.9	---	0.4	23.5	76.1
41.	I am given the opportunity to form partnerships with parents.	---	0.6	8.9	55.2	35.3	---	3.3	40.7	56.0
42.	Interactions with parents are a reward of my job.	---	1.3	8.0	49.8	40.9	0.2	5.3	39.6	54.9
			To what extent do you agree?				How important is this to you?			

		N/A	Disagree Strongly	Disagree	Agree	Agree Strongly	Not important at all	Not very important	Important	Very important
43.	Interactions with external professionals and specialists are a reward of my job.	---	3.8	16.3	58.9	21.1	1.0	11.7	52.1	35.2
44.	I feel supported in my role when working with children who have special needs (identified or unidentified)	---	4.8	22.6	51.5	21.1	---	2.0	38.8	59.2
45.	I feel supported in my role when working with children whose behaviour I find challenging.	---	4.6	20.8	53.2	21.4	---	1.4	36.1	62.6
46.	There are sufficient opportunities to stay informed about what is going on.	---	2.8	16.7	61.7	18.8	---	0.5	51.7	47.8
47.	My wage is fair for my responsibilities.	---	34.1	38.0	22.8	5.1	0.2	0.7	20.2	78.9
48.	I am satisfied with the benefits I receive.	---	27.0	26.5	37.0	9.5	0.5	0.5	29.9	69.1
49.	I am satisfied with the amount of vacation I receive.	---	8.9	12.5	56.9	21.6	0.2	1.9	36.0	61.9
50.	I am satisfied with the amount of sick leave I receive.	---	10.3	16.3	53.0	20.4	0.5	0.7	39.5	59.4
51.	My organization is flexible with respect to my family responsibilities.	---	3.7	6.1	47.8	42.4	0.7	0.2	26.0	73.1
			To what extent do you agree?				**How important is this to you?**			

		N/A	Disagree Strongly	Disagree	Agree	Agree Strongly	Not important at all	Not very important	Important	Very important
52.	I feel I understand the benefits I am entitled to.	---	6.9	14.8	59.4	18.9	0.2	1.5	49.1	49.1
53.	I feel the current benefits offered to me are sufficient for me and my family.	---	21.8	31.6	34.6	12.0	0.5	1.8	35.8	61.9
54.	I can achieve my long-term career goals at my workplace.	---	8.1	26.1	50.3	15.5	0.2	4.0	41.0	54.7
55.	I would recommend employment at this centre to a friend.	---	2.2	8.9	52.6	36.3	0.9	6.8	45.7	46.6

APPENDIX 5

ELCC STAFF COMPETENCIES

Fall 2005

	A Partial Contributor	B Contributor	C High Contributor	D Model Contributor	Current	Desired
CORE COMPETENCIES Job specific competencies required by Early Learning Educators						
Programming						
Understands Developmental Stages and Required Supports	Understands some aspects of developmental stages and required supports. Needs frequent assistance to provide the appropriate supports.	Demonstrates a good understanding of developmental stages by responding with the required supports. Is learning to adapt required supports in unique circumstances.	Consistently demonstrates a thorough understanding of developmental stages by responding with the required supports. Adapts required supports in unique circumstances.	Consistently demonstrates a thorough understanding of developmental stages by responding with the required supports. Adapts required supports to unique circumstances. Is a respected resource and a mentor to others in this area.		
Creates and Documents Developmentally Appropriate Programs	Understands some aspects of how to create developmentally appropriate programs. Needs frequent assistance to ensure programs are developmentally appropriate. Or chooses activities that are developmentally inappropriate for the children. Not always focused on child centred and play based programming.	Creates developmentally appropriate programs for typical situations, and documents the plans for communication purposes. Is learning to adapt programming to unique circumstances. Works to keeps programs child centred and play based.	Consistently demonstrates a thorough understanding of how to create and document developmentally appropriate programs. Focuses on child centred and play based programming. Adapts programming to unique circumstances.	Consistently demonstrates a thorough understanding of how to create and document developmentally appropriate programs. Focuses on child centred and play based programming. Adapts programming to unique circumstances. Is a respected resource and a mentor to others in this area.		
Implements Program Plans Ability to evolve a plan in a manner that builds on what children already know and what interests them at the moment	Understands some aspects of how to implement program plans. Needs frequent assistance to conduct effective implementations.	Implements program plans in typical situations. Is learning to further adapt plan implementation to fit unique circumstances.	Consistently demonstrates a thorough understanding of how to implement program plans, even in unique circumstances.	Consistently demonstrates a thorough understanding of how to implement program plans, even in unique circumstances. Is a respected resource and a mentor to others in this area.		

	A Partial Contributor	B Contributor	C High Contributor	D Model Contributor	Current	Desired
Evaluates and Creates Appropriate Environments Ability to evaluate and create environments that are sensitive and flexible to children's needs and interests	Understands some aspects of how to evaluate and create appropriate environments. Needs frequent assistance to ensure created environments are appropriate.	Creates appropriate environments in typical situations. Is learning to create environments suited to unique situations.	Consistently demonstrates a thorough understanding of how to create appropriate environments, even in unique circumstances.	Consistently demonstrates a thorough understanding of how to create appropriate environments, even in unique circumstances. Is a respected resource and a mentor to others in this area.		
Facilitating Children's Development and Learning						
Observes, Assesses and Documents Children's Development and Learning	Can observe and assess only clear-cut indicators of development and learning. Occasionally misses indicators.	Observes and assesses indicators of development and learning in straightforward situations. Is learning to use assessment tools and to observe and assess more complex situations.	Observes and assesses indicators of development and learning even in complex situations. Uses assessments tools to create detailed, concrete and often insightful assessments. Chooses activities that are developmentally appropriate for the children.	Observes and assesses indicators of development and learning even in complex situations. Uses assessment tolls to create detailed, concrete and often insightful assessments. Is a respected resource and a mentor to others in this area.		
Reinforces Positive Behaviour	Sometimes reinforces positive behaviour or reinforces ineffectively or inappropriately. Or comments more on children's negative behaviours than on their positive behaviours.	Reinforces positive behaviour as appropriate and in simple and straightforward situations. Uses a few approaches and techniques in all situations.	Consistently reinforces positive behaviour even in unexpected and/or complex situations. Adapts approaches and techniques to the situation. Reinforces positive behaviours at least 5 times more than negative behaviours.	Reinforces positive behavior in every and any situation. Adapts approaches and techniques to fir the individual and the situation. Reinforces positive behaviours at least 5 times more than negative behaviours. Is a respected resource and a mentor to others in this area.		
Uses "Teachable Moments" Using opportunities that arise naturally to help children learn	Does not consistently uses "teachable moments" or does so ineffectively or inappropriately.	Uses the obvious "teachable moments". Uses a few approaches and techniques.	Consistently uses "teachable moments", including the more subtle opportunities. Adapts approaches and techniques to the situation.	Uses any and every "teachable moment". Adapts approaches and techniques to the individual and the situation. Is a respected resource and a mentor to others in this area.		

	A Partial Contributor	B Contributor	C High Contributor	D Model Contributor	Current	Desired
Provides Positive Support for Children's Development	Does not consistently support children' development or does so in ineffectively or inappropriately.	Provides positive support of children' development in simple and straight-forward situations. Uses the same approaches and techniques.	Consistently provides positive and efficient support of children's development even in unexpected and/or complex situations. Adapts approaches and techniques to the situation	Consistently provides positive and efficient support of children's development even in unexpected and/or complex situations. Adapts approaches and techniques to fit the individual and the situation. Is a respected resource and a mentor to others in this area.		
Encourages and Enhances Children's Language, Literacy and Communication Skills	Sometimes misses obvious opportunities to encourage and enhance children's language, literacy and communication skills or provides some encouragement in obvious situations. Uses an overly directive or passive style with the children.	Encourages and enhances children's language, literacy and communication skills in most situations. Uses the same approaches and techniques. Uses a responsive, conversational style with the children.	Consistently recognizes opportunities to encourage and enhance children's language, literacy and communication skills. Adapts approaches and techniques to the situation/environment.	Encourages and enhances children's language, literacy and communication skills at every opportunity. Adapts approaches and techniques to the situation/ environment. Is a respected resource and a mentor to others in this area.		
Encourages Children's Social Skills	Sometimes misses obvious opportunities to encourage and enhance children's social skills or provides some encouragement in obvious situations. Uses an overly directive or passive style with the children.	Encourages and enhances children's social skills. Uses the same approaches and techniques. Uses a responsive, conversational style with the children.	Consistently recognizes opportunities to encourage and enhance children's social skills. Adapts approaches and techniques to the situation/environment.	Encourages and enhances children's social skills at every opportunity. Adapts approaches and techniques to the situation/ environment. Is a respected resource and a mentor to others in this area.		
Recognizes Situations Which should be Referred to Others Knowing when a situation is more complex than one's skills can handle/ beyond one's ability or knowledge	Sometimes recognizes situations properly, but often incorrectly refers situations to others or attempts to handle situations which should be referred.	Recognizes straightforward situations which should be referred to others. May occasionally miss referring more subtle situations. May avoid referring complicated situations in a timely manner.	Consistently recognizes situations which require referrals including those where the indicators are more subtle. Exercises good foresight. Provides solid case information with each referral.	Consistently recognizes situations which require referrals including those where the indicators are more subtle. Exercises good foresight. Provides solid case information with each referral. Is a respected resource and a mentor to others in this area.		

	A Partial Contributor	B Contributor	C High Contributor	D Model Contributor	Current	Desired
Uses Coaching Techniques with Children Using a step-by-step approach when working with children to develop specific skills (may be referred to as "scaffolding")	Does not consistently coach children, or coaches them ineffectively or inappropriately.	Coaches children in simple and straightforward situations. Uses a few approaches and techniques. Coaching is well received by children.	Consistently coaches children even in unexpected and/or complex situations. Adapts approaches and techniques to the situation.	Consistently coaches children even in unexpected and/or complex situations. Adapts approaches and techniques to the situation. Is a respected resource and a mentor to others in this area.		
Creates an Inclusive environment	Makes basic adjustments to include children with developmental challenges, with someone's assistance and/or prompting. Needs occasional reminders to act in a non-discriminatory way towards others.	Makes suggested adjustments to include children with developmental challenges. Treats others with respect.	Actively discovers and uses techniques to maximize the learning abilities of children with developmental challenges in the centre. Treats others with respect and warmth.	Actively discovers and uses techniques to maximize the learning abilities of children with developmental challenges in the centre. Treats others with respect and warmth. Is a respected resource and mentor to others in this area.		
Building Relationships **Creating and maintaining the relationships needed to function effectively with parents and families, co-workers, and other professionals**						
Creates Appropriate and Supportive Working Relationships With Parents and Families	Establishes and maintains basic and impersonal relationships. Avoids dealing with problems that arise from these relationships.	Establishes and maintains warm and helpful relationships with parents and families. Works to understand their perspectives. May have difficulty dealing with problems that arise from such relationships but asks for assistance as appropriate.	Establishes and maintains solid working relationships with parents and families. Understands, and responds to, their perspectives. Seldom needs assistance with problems arising from such relationships.	Establishes and maintains solid working relationships with parents and families. Understands, and responds to, their perspectives. Seldom needs assistance with problems arising from such relationships. Is a respected resource and a mentor to others in this area.		

	A Partial Contributor	B Contributor	C High Contributor	D Model Contributor	Current	Desired
Creates Professional and Supportive Working Relationships With Co-workers	Establishes and maintains basic and impersonal relationships. Avoids dealing with problems that arise from these relationships.	Establishes and maintains good job-related relationships with all co-workers. May have difficulty dealing with problems that arise from such relationships but asks for assistance as appropriate.	Establishes and maintains solid working relationships with all co-workers. Seldom needs assistance with problems arising from interpersonal relationships.	Establishes and maintains solid working relationships with all co-workers. Seldom needs assistance with problems arising from interpersonal relationships. Often assists others with such problems. Is a respected resource and a mentor to others in this area.		
Creates Professional and Supportive Working Relationships With Other Professionals	Establishes and maintains basic and impersonal relationships. Avoids dealing with problems that arise from these relationships.	Establishes and maintains good job-related relationships with other professionals. May have difficulty dealing with problems that arise from such relationships but asks for assistance as appropriate.	Establishes and maintains solid working relationships with a broad range of professionals. Seldom needs assistance with problems arising from interpersonal relationships.	Establishes and maintains solid working relationships with a broad range of professionals. Seldom needs assistance with problems arising from interpersonal relationships. Often assists others with such problems. Is a respected resource and a mentor to others in this area.		
Following Standards						
Understands and Follows Policies and Procedures e.g. Centre policies, procedures, standards and Safety Rules and Practices E.g., Basic Fire Safety, OH&S Regulations, First Aid and CPR, WHMIS	Understands the basics of most policies and procedures, as well as most safety rules and practices. Follows them in straightforward situations. May make judgment errors in more complex situations.	Demonstrates a good understanding of all policies, procedures, safety rules and practices by applying them correctly in most situations.	Demonstrates a thorough understanding of all policies, procedures and safety rules and practices by applying them appropriately even in complex situations.	Demonstrates a thorough understands all policies, procedures and safety rules and practices by applying them appropriately even in complex situations. Is a respected resource and a mentor to others in this area.		

	A Partial Contributor	B Contributor	C High Contributor	D Model Contributor	Current	Desired
Understands and Models Safe Food Handling Practices	Understands the basics of safe food handling practices and follows them in straightforward situations. May make judgment errors in more complex situations.	Demonstrates a good understanding of safe food handling practices by applying them correctly in most situations. Ensures good modelling for children.	Demonstrates a thorough understanding of safe food handling practices by applying them appropriately even in complex situations. Ensures good modelling for children.	Demonstrates a thorough understanding of safe food handling practices by applying them appropriately even in complex situations. Ensures good modelling for children. Is a respected resource and a mentor to others in this area.		
Understands and Models Positive Health and Hygiene Practices for Self and Others	Understands the basics of positive health and hygiene practices and follows them in straightforward situations. May make judgment errors in more complex situations.	Understands positive health and hygiene practices, and usually applies them correctly. Ensures good modelling for children.	Thoroughly understands positive health and hygiene practices. Appropriately applies them even in complex situations. Ensures good modelling for children.	Thoroughly understands positive health and hygiene practices. Appropriately applies them even in complex situations. Ensures good modelling for children. Is a respected resource and a mentor to others in this area.		
Maintains Confidentiality Following professional and Centre guidelines on confidentiality.	Understands the basics of why and how to maintain confidentiality and does so in routine situations. May make judgment errors in more complex situations. Or does not respect confidentiality in some circumstances.	Understands why, when and how to maintain confidentiality in routine situations. Beginning to learn how to do so in the less routine, more complex situations.	Thoroughly understands the why, when and how of maintaining confidentiality and consistently makes correct decisions in ambiguous situations.	Thoroughly understands the why, when and how of maintaining confidentiality and consistently makes correct decisions in ambiguous situations. Is a respected resource and a mentor to others in this area.		
Implements Documentation Procedures Following Centre policies and procedures around completing forms, tracking information, etc.	Understands the basics of documentation procedures and follows them for most routine paperwork. May make errors of judgment with less routine paperwork.	Understands and follows documentation procedures for all routine paperwork. Beginning to learn how to complete less routine, more complex documents.	Thoroughly understands and follows procedures for all routine and less routine paperwork and documents. Prepares drafts for new forms or documents for formal approval.	Thoroughly understands and follows procedures for all routine and less routine paperwork and documents. Prepares drafts for new forms or documents for formal approval. Is a respected resource and a mentor to others in this area.		

	A Partial Contributor	B Contributor	C High Contributor	D Model Contributor	Current	Desired
COMPATIBILITY COMPETENCIES						
Demonstrates Effective Verbal Communications Communicating effective verbal and non-verbal messages	Occasionally sends ineffective verbal and/or non-verbal messages.	Is able to express most ideas and opinions in a clear manner.	Sends clear and effective verbal and non-verbal messages. Can express complex ideas and opinions in a clear and supportive manner.	Sends clear and effective verbal and non-verbal messages. Can express complex ideas and opinions in a clear and supportive manner. Is a respected resource and a mentor to others in this area.		
Demonstrates Effective Written Communications Communicating effective and literate written messages	Occasionally sends ineffective or grammatically poor written messages.	Is able to express most ideas and opinions in a clear writing style and language. Is learning how to us the style and language appropriate to the message.	Sends clear and effective written messages. using the style and language appropriate for the message. Can express complex ideas and opinions in writing.	Sends clear and effective written messages, using the style and language appropriate for the message. Can express complex ideas and opinions in writing. Is a respected resource and a mentor to others in this area.		
Sets and Accomplishes Goals Determining and meeting short and longer term goals to support continuous personal and professional improvement and learning.	Sets goals only when prompted by others. Will only set simple/easy goals.	Willingly sets and meets appropriate job and professional development goals. Learning the benefits a setting challenging goals.	Sets goals that challenge and stretch on the job and professionally, and routinely achieves them beyond what is required.	Sets goals that challenge and stretch on the job and professionally, and routinely achieves them beyond what is required. Is a respected resource and a mentor to others in this area.		
Demonstrates Self Knowledge Awareness of own values, attitudes and biases—and their impact—in particular situations	Demonstrates limited self knowledge in many situations. Demonstrates minimal attempts to understand oneself.	Demonstrates self knowledge in simple and straightforward situations. Works to understand the impact of self on situations, and to respond accordingly.	Aware of own values, attitudes and biases in most situations and understands the impact of self on situations. Responds accordingly.	Aware of own values, attitudes and biases and understands how to respond to fit in and contribute positively to all sorts of situations. Is a respected resource and a mentor to others in this area.		

	A Partial Contributor	B Contributor	C High Contributor	D Model Contributor	Current	Desired
Uses Listening Skills Applying active listening skills to enhance one's understanding of others and their perspectives	Listens but often misinterprets or misses important parts of the communications from others.	Listens carefully and effectively. May miss parts of complex communications.	Listens carefully and effectively. Uses active listening techniques to ensure comprehension of all communications, however complex.	Listens carefully and effectively. Uses active listening techniques to ensure comprehension of all communications, however complex. Is a respected resource and a mentor to others in this area.		
Makes Good Decisions	Applies decision making skills and processes tentatively. Decisions are somewhat hasty and not based on thorough, accurate information. Or avoids making decisions.	Makes informed, effective decisions in a timely manner. Makes good decisions in routine situations. May require assistance with decision making in non-routine or more complex situations.	Actively collects and analyzes information before making decisions. Makes good decisions in routine as well as in non-routine or more complex situations.	Actively collects and analyzes information before making decisions. Makes good decisions in routine as well as in non-routine or more complex situations. Is a respected resource and a mentor to others in this area.		
Works in a Team	Supports others in a team environment for simple or pleasant tasks. Resists assisting with less pleasant or more difficult tasks. May disrupt or damage team relationships in some situations.	Works well within the team and takes on a fair share of all assigned work. Learning about team dynamics.	Works well within the team and takes on a fair share of all assigned work. Volunteers for non-routine work assignments and special projects. Aware of team dynamics and skilfully adapts to group situations.	Works well within the team and takes on a fair share of all assigned work. Volunteers for non-routine work assignments and special projects. Aware of team dynamics and skilfully adapts to group situations. Is a respected resource and a mentor to others in this area.		
Demonstrates Respect and Affection for Children	Demonstrates respect or affection for children, but not both. Learning to show affection and respect to children. Sometimes connects well with children.	Respects and appreciates children and readily demonstrates this in easy and simple situations. Is learning to do so in more complex situations. Connects well with most children.	Respects and appreciates children and demonstrates this in all situations, including when experiencing children's behaviours as challenging. Connects well with children regardless of challenges that may arise.	Respects and appreciates children and demonstrates this in all situations, including when experiencing children's behaviours as challenging. Connects well with children regardless of the challenges that may arise. Is a respected resource and a mentor to others in this area.		

	A Partial Contributor	B Contributor	C High Contributor	D Model Contributor	Current	Desired
Able to Work Independently	Requires frequent direction and prompting on tasks. Does not always ask for assistance when appropriate.	Works without prompting or direction and asks for assistance as appropriate, in normal situations. May need prompting or direction for less routine or more complex situations.	Works without prompting or direction in routine as well as non-routine situations. Knows when to ask for assistance.	Works without prompting or direction in routine as well as non-routine situations. Knows when to ask for assistance. Is a respected resource and a mentor to others in this area.		
Manages Time Effectively	Manages to complete own work and follow work schedules most of the time. Tends to disrupt others' efforts to organize their time.	Completes own work on time and according to schedules. Is respectful of others' time.	Completes own work in good time and often is free to support others in their work. Can juggle extra duties and/or special assignments when required.	Completes own work in good time and often is free to support others in their work. Can juggle extra duties and/or special assignments when required. Is a respected resource and a mentor to others in this area.		
Demonstrates Professionalism Ability to present and develop oneself as a professional who demonstrates integrity, competence, accountability, continuous learning and leadership	Requires reminders and support to accept responsibility for own work. Learns only the minimum required to meet standards.	Takes responsibility for the quality of own work and for improving related knowledge and skill. Is honest with and respectful of others, and seen as a peer by other professionals.	Consistently works to full capability and holds self accountable for positive outcomes in work and in working relationships. Stays current on new trends and techniques for improving the work. Is honest with and respectful of others, and seen as a peer by other professionals.	Consistently works to full capability and holds self accountable for positive outcomes in work and in working relationships. Stays current on new trends and techniques for improving the work. Is honest with and respectful of others, and seen as a peer by other professionals. Is a respected resource and mentor to others in this area.		
Demonstrates Flexibility Ability to adapt to changing environments and circumstances in a creative and constructive manner	Accepts change reluctantly. Makes the minimal adaptations required to fit with new changes. Resists new ways of doing, or thinking about, work.	Accepts changes as natural occurrences and makes the effort required to adapt fully. Is open to doing, or thinking about, work in new ways.	Accepts changes as natural occurrences and makes the effort required to adapt fully. Supports others in doing, or thinking about, work in new ways.	Accepts changes as natural occurrences and makes the effort required to adapt fully. Supports others in doing, or thinking about, work in new ways. Is a respected resource and mentor to others in this area.		

COMPETENCIES for EXECUTIVE DIRECTORS, ELCC SECTOR

Fall 2005

Please complete those sections that apply:

	A Partial Contributor	B Contributor	C High Contributor	D Model Contributor	Current	Desired
SUPERVISORY COMPETENCIES **Job specific competencies required by Early Learning Educators**						
Hiring and Staffing	Lacks some of the skill sets and/or knowledge to effectively recruit candidates for positions, and to select the best fit for the job.	Can accomplish the basics of the recruiting process and hires new staff. Developing an appreciation of the importance of good candidate selection. Handles employee orientation and training.	Well developed ability to handle all aspects of the staffing process. Shows good judgment in assessing candidates.	Well developed ability to handle all aspects of the staffing process. Shows good judgment in assessing candidates. Is a respected resource and mentor in this area.		
Delegating and Motivating	Sometimes motivates employees to work to standards. Misses opportunities to delegate as and/or when appropriate. Over- or under- monitors the delivery of delegated tasks. Forgets a task was delegated. Performs a task after delegating it.	Provides employees with information, guidelines and support in performing delegated tasks. Motivates by example and incentive. Uses the same approach with everyone.	Identifies and works with each employee's strengths, weaknesses and desires. Delegates and coaches for improvement. Uses open dialogue. Motivates in a range of situations including times of stress and/or change.	Identifies and works with each employee's strengths, weaknesses and desires. Delegates and coaches for improvement. Uses open dialogue. Motivates in a range of situations including times of stress and/or change. Is a respected resource and mentor to others in this area.		
Managing Performance	Sometimes misses establishing and communicating standards. May not follow up to ensure employees perform tasks to established standards, or avoids addressing situations where employees have failed to do so.	Learning to interact with employees regularly and systematically. Provides constructive feedback on day to day performance. Allows mistakes and uses them as a learning tool.	Provides feedback on overall performance issues and performance levels. Coaches for improvement. Deals confidently with performance issues, solving related problems.	Is a model and a resource to others and builds capacity with respect to this competency. Is a respected resource and mentor to others in this area.		

	A Partial Contributor	B Contributor	C High Contributor	D Model Contributor	Current	Desired
Leadership	Is sometimes resistant to being part of a working group/team and may be disruptive in the group/team (intentionally or not) in some instances. Avoids opportunities to lead in a task or a group.	Willingly sets the direction and pace in a group/team. Provides clarity and focus for the group's work and motivation to achieve goals.	Accepts responsibility. Is skilled at influencing others to meet set goals. Demonstrates expected behaviours for peers and subordinates. Respects and supports others in leadership roles.	Accepts responsibility. Is skilled at influencing others to meet set goals. Demonstrates expected behaviours for peers and subordinates. Respects and supports others in leadership roles. Is a respected resource and mentor to others in this area.		
ADMINISTRATIVE COMPETENCIES						
Advocacy	May demonstrate appropriate advocacy skills in routine situations. Occasionally misses opportunities to demonstrate advocacy skills due to lack of attentiveness or lack of knowledge.	Usually applies the advocacy techniques appropriate to the situation. Learning to broaden techniques and approaches.	Consistently applies the advocacy techniques and approaches appropriate to the situation. Adapts these techniques to fit complex and/or unique situations.	Consistently applies the advocacy techniques and approaches appropriate to the situation. Adapts these techniques to fit complex and/or unique situations. Is a respected resource and mentor to others in this area.		
Fiscal Management	Prepares basic budget and financial reporting drafts. Can monitor actual spending relative to budget projections.	Prepares standard budget and financial reporting documents. Manages spending trends that exceed budget projections in a timely manner.	Prepares all required financial reporting documentation. Ensures incremental improvements to tracking and reporting processes.	Prepares all required financial reporting documentation. Ensures incremental improvements to tracking and reporting processes. Is a respected resource and mentor to others in this area.		
Program Operations	Understands the basics of program design, development, and evaluation. Supports implementation efforts for simple initiatives.	Designs, develops, implements and evaluates sound programs. Influences programming direction.	Designs, develops, implements and evaluates leading edge programs. Uses program evaluations to support incremental change and to influence programming direction.	Designs, develops, implements and evaluates leading edge programs. Uses program evaluations to support incremental change and to influence programming direction. Is a respected resource and mentor to others in this area.		

	A Partial Contributor	B Contributor	C High Contributor	D Model Contributor	Current	Desired
Program Administration	Is gaining awareness of the role of documentation in the programming context, and prepares drafts and/or simple documents in support of specific programs and funding sources.	Prepares documentation in support of a variety of standard Programs and funding sources. Understands the need for documentation and supports related processes.	Designs and develops and/or tailors documentation to support specific programs and programming and funding requirements. Reviews and revises related processes for continual improvements.	Designs and develops and/or tailors documentation to support specific programs and programming and funding requirements. Reviews and revises related processes for continual improvements. Is a respected resource and mentor to others in this area.		
Technology	Is gaining knowledge and an understanding of basic technological hardware and software applications. Applies this knowledge in simple situations.	Uses all relevant technological hardware and software to accomplish assigned tasks. Assists co-workers with simple problems.	Is familiar with a range of hardware and software applications and regularly explores new developments to assess their relevance to the organization and its work. Assists others with more complex problems.	Is familiar with a range of hardware and software applications and regularly explores new developments to assess their relevance to the organization and its work. Is a respected resource and mentor to others in this area.		
Leadership	Is sometimes resistant to being part of a working group/team and may be disruptive in the group/team (intentionally or not) in some instances. Avoids opportunities to lead in a task or a group.	Willingly sets the direction and pace in a group/team. Provides clarity and focus for the group's work and motivation to achieve goals.	Accepts responsibility. Is skilled at influencing others to meet set goals. Demonstrates expected behaviours for peers and subordinates. Respects and supports others in leadership roles.	Accepts responsibility. Is skilled at influencing others to meet set goals. Demonstrates expected behaviours for peers and subordinates. Respects and supports others in leadership roles. Is a respected resource and mentor to others in this area.		

APPENDIX 7

Report

Rochon Associated

September 22, 2005

REPORT ON THE LABOUR MARKET ASSESSMENT REGARDING CHILD CARE WORKERS IN LICENSED DAYCARES ACROSS THE PROVINCE OF SASKATCHEWAN 2005

BACKGROUND

The Labour Market Assessment was conducted in order to establish a credible estimate of the numbers of seats required in ECE programs over the next few years, based on current and projected staff numbers.

The plan designed to accomplish this purpose included the following steps:

1. Determine current labour needs
   - Identify total number of positions in the sector and required regulatory training levels
   - Identify those positions on above list that are vacant
   - Determine current labour requirements in terms of required position numbers and training levels

2. Determine projected labour needs
   - Identify number of projected childcare center spaces to be created and required regulatory training levels required
   - Determine projected labour requirements in terms of position numbers and training levels
   - Determine projected labour requirements in terms of required position numbers and training levels

3. Identify current labour pool meeting regulatory training levels
   - Identify number of graduates from certified programs
   - Identify number of these graduates currently.working in the sector
   - Estimate number of graduates in the labour pool

4. Identify labour pool gap for the sector

5. Submit written results/report

109-15 Innovation Boulevard. Saskatoon, Saskatchewan S7N 2X8
phone: 306-664-3904 fax: 306-665-6897 email crochon@innovationplace.com

FINDINGS AND ANALYSIS

Determine current labour needs

- **Identify total number of positions in the sector and required regulatory training levels**

This was accomplished by collecting and tabulating all related information provided by Early Learning and Child Care, Department of Community Resources and Employment (DCRE).

It should be noted that the vintage of this data ranges from 2003 to 2005, with approximately 95% dated 2004 or 2005.

Chart A: Total Number of Positions in the Sector

# OF CENTRES*	REGION	DIRECTORS	ASSISTANT DIR./ SUPERVISORS	ECE'S	COOKS/JANITORS
10	North West	11	2	60	5
29	North East	22.5	6.5	128.5	17.5
42	Central	38.5	17.5	305	27
14	South East	12	8	88	6
56	South West	54	58	439	39
151		**138**	**92**	**1020.5**	**94.5**

* No data was available for: NW 1 centre, NE 5 centres, SE 2 centres and SW 3 centres.

A breakdown of the current levels of required regulatory training for Directors and staff is listed further into this report.

- **Identify those positions on the above list that are vacant**

It appears that vacancies do not exist in this system. This is because the need to maintain child to staff ratios causes centres to hire employees who do not meet minimum educational requirements but are prepared to attain them as they work. As a result, no position is left unfilled and centres request exemptions for those staff. There are, therefore, no (0) vacancies in centres.

A suggestion that he number of exemptions be used as a basis for determining vacancies was explored but, in the end, rejected. This is because strictly speaking, vacancies imply the absence of a body to fill a position and this is clearly not the case here. By definition, a request for an exemption implies there is a body in the position—however unqualified.

- **Determine current labour requirements in terms of required position numbers and training levels**

Based on the the data in from Chart A there are approximately 1,345 positions to meet current labour requirements in terms of positions in licensed centres. Of these approximately 1,250.5 require some form of regulatory training.

A further breakdown of this information was accomplished by tabulating the information on actual numbers of positions, along with the information on which staff meet the regulated education requirements. This was then compared to the exemptions granted under these regulations.

It should be noted that these numbers are deemed to reflect the "required position numbers" since no vacancies exist—all positions are filled and listed here, except for those in the few centres from which data is missing (see Chart A on page 2).

Among Directors:

Chart B: Number of Directors and Their Education Levels

# of Directors	REGION	LEVEL I	LEVEL II	LEVEL III	No Qualifications	Some Courses
11	North West	2	2	4	3	0
22.5 *	North East	3	10	8	0	2
38.5 *	Central	3	10	23	2	1
12	South East	4	3	4	1	0
54	South West	5	27	20	0	2
139*		**17**	**52**	**59**	**6**	**5**

* half time positions counted as one position each in terms of level of education

Among Directors, therefore:

- 52 need to upgrade from a Level II to a Level III
- 17 need to upgrade from a Level I to a Level III
- 11 need to start from zero to attain the regulated qualifications

Among Staff:

Chart C: Number of ECE Staff and Their Education Levels

# OF STAFF	REGION	LEVEL I	LEVEL II	LEVEL III	No Qualifications	Some Courses	OTHER
67	North West	25	3	5	24	10	0
151	North East	59	33	19	30	4	6
349	Central	93	60	88	68	21	19
102	South East	34	13	4	41	3	7
536	South West	122	121	107	132	37	17
1205		**333**	**230**	**223**	**295**	**75**	**49**

Among staff, based on the regulatory requirements currently in place:

	CURRENTLY	NEED TO MEET EXISTING REGS	WILL NEED TO MEET 2007 REGS
LEVEL I	333 staff	752.5	602.5
LEVEL II	230	361.5	361.5
LEVEL III	223	91 (supervisors)	241 (staff)
NO QUALS	295	0	0
SOME COURSES	75	0	0
DEGREE OR OTHER	49	0	0
Totals:	1205	1205	1205

Determine projected labour needs

- **Identify number of projected childcare center spaces to be created and required regulatory training levels required**

The information on the projected number of child care spaces to be created in the next 5 years was provided by Early Learning and Child Care, DCRE with an indication that this number was deemed to apply to Centre spaces exclusively.

The DCRE information indicates that:

- 500 new spaces are projected for the 2005-06 fiscal year
- 250 more new spaces are expected to be created in fiscal year 2006-07
- Over the next 5 years of the federal/provincial agreement, there is a commitment to increase the number of spaces to a total of 10, 250 spaces.

- **Determine projected labour requirements in terms of position numbers and training levels**

The following information is based on the number of spaces projected for the period from 2005 to 2007, as the information on new spaces after that period is too generalized to be used in training needs projections.

Since the breakdown of the number of spaces to be allocated for infants, toddlers and pre-schoolers was not available, the number of projected spaces was divided by 1.5, the blended ratio used by DCRE to calculate child/staff ratios when actual numbers are not available.

Using this ratio and applying the regulatory requirements for centre staff, the following 3 scenarios were developed to *estimate* potential training required to meet staffing demands created by the projected new spaces:

SCENARIO 1:
500 spaces = 10 centres @ 50 spaces each

- 10 Directors @ Level III
- 10 Supervisors @ Level II or III
- 100 staff, 50 @ Level I
  30 @ Level II
  20 @ Level III

SCENARIO 2:
500 spaces = 20 centres @ 25 spaces each

- 20 Directors @ Level III
- 20 Supervisors @ Level II or III
- 120 staff, 60 @ Level I
  24 @ Level II
  36 @ Level III

SCENARIO 3:
500 spaces = 200 spaces developed as additional spaces in existing centres
= 300 spaces as news spaces in new centres

- 6 to 12 Directors @ Level 3
- 6 to 12 Supervisors @ Level II or III
- 100 staff, 50 @ Level I
  30 @ Level II
  20 @ Level III

It becomes apparent from these scenarios that staff numbers do not vary much a lot from one scenario to the other. This is because they are based on staff/child ratios.

Variations in these scenarios exist mostly in the Directors/Supervisors group, in direct co-relation to the number of centres created: the more centres exist, the more Directors and Supervisors are required.

Training requirements for staff will become more exact than the above estimates when specific determinations are made with respect to the breakdown of infant, toddler, pre-school and school age spaces to be created from 2005 to 2007. Training requirements for Directors and Supervisors will also become more exact once determinations are made about the actual number and size of centres into which the projected spaces will be placed.

- **Determine projected labour requirements in terms of required position numbers and training levels**

Using the above scenarios, and based on regulated levels of education, it can be estimated that for every 500 new spaces there will be a need for:

- 50 to 60 new employees @ Level I
- 40 to 44 new employees @ Level II (includes Supervisors)
- 30 to 76 new employees @ Level III (includes Directors)

Assuming the total projected 750 spaces are created from 2005 to 2007, the required number of positions and training levels would be in the following ranges:

- 75 to 90 new employees @ Level I
- 60 to 66 new employees @ Level II
- 45 to 114 new employees at Level III
- all told, an estimated 180 to 270 new employees will require training from 2005 to 2007

Given the volatile nature of the work force affected (mostly young women of marrying and child bearing years) combined with research* that indicates up to 50% of ECE program graduates do not enter the child care field (having been attracted to similar yet better paying positions such as Kids First and school settings) it appears prudent to state that at least double these numbers, and perhaps closer to triple these numbers, would be a reasonable estimate of the required training seats required to meet demand.

Double the base estimate: 360 to 540 individuals will need training to meet the actual requirements.
Triple the base estimate: 540 to 810 individuals may need training to meet the actual requirements.

These numbers make clear the need to develop effective and long term strategies to stabilize the sector's workforce.

* Note: the research referred to here is part of the literature review related to the sector study of which
this labour market assessment is a part.

Identify current labour pool meeting regulatory training levels

- **Identify number of graduates from certified programs**

Based on the following data provided by SIAST, a total 112 individuals graduated from an ECE program in 2004:

Chart D: Number of SIAST ECE Graduates in 2004

2004 GRADUATES	CERTIFICATES	DIPLOMAS
SIAST Kelsey	22	20
SIAST Wascana	27	17
SIAST Woodland	21	5
Totals	**70**	**42**

Using the assumption that some 112 individuals graduate annually from SIAST ECE programs, it can be *estimated* that 560 individuals have graduated from such SIAST programs over the past 5 years. Even if all these graduates were to move into and remain in licensed centres—which research indicates is simply not the case—these numbers are patently short of the needs of the 1,250.5 positions currently comprising the province's

licensed centres workforce requiring ECE training.

- **Identify number of these graduates currently working in the sector**

It appears that the data needed to supply this information is not being adequately tracked. Though DCRE's annual records of new certifications for current employees do track some of this information (see Chart E as an example) there is no parallel tracking of employees who have been certified leaving licensed centres. Consequently there is no accurate way of determining who among those thus certified are still working in the sector.

Chart E: Example of DCRE's Records Regarding Staff Certifications

2004 CERTIFICATION RECORDS	LEVEL I	LEVEL II	LEVEL III	**TOTALS**
SIAST	57	41	40	**138**
U of R	6	3	6	**15**
U of S	6	8	9	**23**
Regional Colleges	8	1	1	**10**
SIIT	1	6	0	**7**
Other	5	10	5	**20**
Totals	**83**	**69**	**61**	**213**

- **Estimate number of graduates in the labour pool**

There was no reliable data available on this subject, nor could estimates be created as there are no points of reference on which to base the sorts of assumptions from which estimates are derived.

Identify labour pool gap for the sector

Labour pool gap in term of number of positions:

- Number of current ECE positions including Directors (fiscal 2004-05): 1250.5
- Projected number of new positions (fiscal 2005-07): 180 to 270
- **Total number of positions (fiscal 2004-07): a minimum of 1,430.5 to 1,520.5**

Labour pool gap in terms of training needs:

For current positions:

- Directors:
  - 52 need to upgrade from a Level II to a Level III
  - 17 need to upgrade from a Level I to a Level III
  - 11 need to start from zero to attain the regulated qualifications
  - Total number of Directors needing training : 80

- Staff:

	CURRENTLY	NEED TO MEET EXISTING REGS	WILL NEED TO MEET 2007 REGS
LEVEL I	333 staff	752.5	602.5
LEVEL II	230	361.5	361.5
LEVEL III	223	91 (supervisors)	241 (staff)
NO QUALS	295	0	0
SOME COURSES	75	0	0
DEGREE OR OTHER	49	0	0
Totals :		1205	1205

For projected positions:

- 75 to 90 new employees @ Level I
- 60 to 66 new employees @ Level II
- 45 to 114 new employees at Level III
- Total number of new staff needing training : 180 to 270 staff needing training*

* Note: As discussed in the section titled "Determine projected labour requirements in terms of
required position numbers and training levels" on page 5, these numbers are considered to be an under-estimation of the actual need, given competition for graduates to non-centre positions and the volatile nature of the workforce, as evidenced by excessive staff turnover. Estimates of more realistic numbers in terms of total new staff needing needs are at least double, and perhaps triple the total listed here.

CONCLUSION

All the data provided for this assessment was to some degree either incomplete and/or dated. Some of the data required simply does not exist. The core data on current personnel numbers and their levels of education is certainly valid overall: it was taken from actual numbers as reported by the centres across the province to meet regulatory and/or funding requirements. The data on projected numbers of new seats is also definitive in terms of the 2005-07 period though it lacks some of the detail needed to offer a firmer picture of labour and training needs for this period and beyond. Much of the other data was applied using reasonable assumptions to fill in the "data gap". These assumptions were identified as appropriate.

It is hoped that the information offered here will be of value to those assigned to develop the ELCC Human Resources Plan. Two recommendations have emerged as a result of our work on this assignment:

- We recommend that those developing the HR Plan embed tracking processes into this Plan to ensure that future efforts at assessing the labour market and related training needs can have more of the breadth and depth that ensure accurate and targeted information.
- We recommend that decisions with respect to future training opportunities be made in tandem with strategies to attract, recruit and retain qualified personnel into licensed centres. The information emerging from this labour market assessment indicates that these two issue are inescapably inter-twined.

APPENDIX 8

Literature Review

Early Learning and Child Care Labor Market Training Needs in Saskatchewan: The Licensed Child Care Centers

Prepared by Sharon Miller
Turning Point Consultants

December 2005

Introduction

This literature review was prepared to bring together the current provincial, national and international research on human resource labor market and training issues in early learning and child care, with two key goals:

- informing the development of a Saskatchewan ELCC sector HR training plan that will provide the framework to establish a professional early learning and child care workforce; and
- providing guidance to the labor market study and training needs assessment of licensed childcare centers in the province.

Focus and Structure of the Literature Review

The literature review covers:

- the international and national ELCC context,
- the Saskatchewan context, including current ELCC demographics,
- ELCC sector issues, and relevant learnings from international, national and local sources, and
- the relationship between a quality ELCC system and the human resource / labor market issues.

This will be done through a review of:

- current Canadian, U.S. and international research studies and reports from research based initiatives on ELCC labor market and training issues,
- recent federal, provincial and municipal studies and reports that inform ELCC labor market and training issues,
- recent policy documents from federal, provincial and municipal governments, and from professional associations that address related issues, and
- recent documents and web based information from post secondary institutions that clarify available ELCC training, curriculum, competencies, and delivery methods.

Methodology: The point of departure for this review was current research from well regarded sources: the Child Care Human Resource Sector Council for Canadian information and the Organization for Economic Cooperation and Development (OECD) for international information. The research papers found through this process provided further research sources from reference lists and bibliographies, and these were also reviewed with a view to selecting relevant findings. The selection criteria in this instance were currency, in that recent rather than dated research was selected, and relevance, in that the research needed to be about ELCC competencies, ELCC training and delivery options, and ELCC labour markets. Finally, an internet search was undertaken to fill in gaps left from the review at that point. This internet search covered the themes of ELCC competencies, ELCC related labour market studies and ELCC post secondary training and delivery options. Again, the information that emerged was selected on the basis of its currency and relevance.

The majority of materials selected were published recently – 1999 or later. They have a specific focus on human resource, labor market or training issues in early learning and child care. They provide specific information about the Saskatchewan situation, comparable national or international data. They also provide a broader review of current literature on these topics; link practice and policy issues, or provide challenging perspectives on human resource issues in early learning and child care.

The review is structured around 4 key challenges, consistently been identified in these studies:

" • Recruitment – attracting (and training) potential caregivers to the field;
- Retention – sustaining and building our workforce to meet current and future demands;
- Remuneration – compensating caregivers with appropriate and fair incomes;
- Recognition – respecting and valuing the worthiness of our work." (Chud, 2001).

It also identifies the policy issues underlying these challenges, and examines the relationship between these challenges and the issue of quality in ELCC programs.

Background to the Study

International Context

In 1998, the Organization for Economic Cooperation and Development (OECD) initiated a Thematic Review of Early Childhood Education and Care Policy, with the participation of 12 countries in the first round, and 7 countries in the second round, including Canada. The purpose was to " provide cross-national information and analysis so as to improve policy-making in early childhood education and care in all OECD countries." (Lysack, 2003) A background report was prepared by each country, describing their early learning and child care programs, and noting major policy issues and initiatives. A review team visited Canada in the fall of 2003 to meet with Canadian policy makers, service providers, community organizations, researchers and families in four host provinces – British Columbia, Saskatchewan, Manitoba and Prince Edward Island. The Canada Country Note was released in October 2004, and identified key strengths and weaknesses and made recommendations for progress, including human resource strategies. (see Appendix 1). Overall, they noted:

> "...it is clear that national and provincial policy for the early education and care of young children in Canada is still in its initial stages. Care and education are still treated separately and coverage is low compared to other OECD countries. Over the coming years, significant energies and funding will need to be invested in the field to create a universal system in tune with the needs of a full employment economy, with gender equity and with new understandings of how young children develop and learn" (Executive Summary).

National Context

Human resource issues in the Canadian child care sector were first examined in a comprehensive report – *Our Child Care Workforce: From Recognition to Remuneration* – published in 1998. It identified 3 major categories of challenge in the regulated child care sector (defined as staff in licensed full day child care centers, part day nursery or pre-school programs, and caregivers in licensed family daycare homes or agencies):

> "1. The *work environment* challenge includes issues related to wages, working conditions and organization of work in child care settings.
>
> 2. Challenges in the area of *skills* describes models of delivery of training and education, curriculum content, and accessibility of programs offered within and outside of post secondary education institutions.
>
> 3. The *recognition* challenge includes issues related to recruitment, retention, unionization, professionalism, advocacy and perceived value of child care work. (Bertrand, Beach, Michal, Tougas, 2004)"

The report relied on earlier studies, including the *Caring for A Living* (1992) study, a Canada wide survey of wages and working conditions, and pointed out the need for current data. In 1997 funds were provided by Human Resource Development Canada, for a replication and extension of the 1992 study, resulting in four reports, collectively know as the *You Bet I Care!* study (2000). It collected data directly from licensed centers and family child care homes on wages, working conditions and center practices, and also examined "the associations between child care quality and care provider characteristics, remuneration, and working conditions in both center-based and family-based child care settings. (Doherty, G., Lero, D., Goelman, H., LaGrange, A., and Tougas, J. 2000)

This work led to the development of the Child Care Human Resource Sector Council, "a pan-Canadian

non-profit organization ... dedicated to the development of a confident, skilled and respected workforce." (CCHRSC website, 2005). In 2003, the Sector Council commissioned a Labor Market Update to examine the changes in child care policies, regulation and funding, and the broader demographic and economic shifts that were affecting the child care sector. This research resulted in a major Literature Review Report, a Report of findings – *Working for Change*, and a Case Studies Report (2004). Concurrent with this work, a second study was undertaken – *Shedding New Light on Staff Recruitment and Retention Challenges in Child Care* (2005). It analyzed data from the *You Bet I Care!* study to identify factors that predict staff recruitment and retention challenges, and the factors that reduce these. A third project is currently underway –an occupational analysis on administrative/leadership positions in child care has been completed, from which occupational standards will be developed, and this will be used to identify training and curriculum gaps, with recommendations for resources and tools to address them.

The Canadian research cited above, has consistently noted strong links between staff recruitment and retention challenges and low wages, benefits and poor working conditions. It has also noted an increase in expectations of childcare staff to work with children with disabilities, behavioural challenges, different language and cultural backgrounds and to provide support to families. Since 1992, the work force has increased its' overall level of education, with little gains in wages, or opportunities for advancement (Bertrand, et al, 2004, Doherty and Forer, 2004, Ferguson and Miller, 2000).

At the federal government level, early learning and child care has gained significant attention, partly in response to the new research on children's brain development (Shonkoff and Phillips, 2000), and on studies connecting this research and quality of early childhood programs (McCain and Mustard, 2000). In 2000, the first of several federal funding initiatives for ELCC was introduced, as intergovernmental agreements – the Early Childhood Development Agreement, under which Saskatchewan developed and funded the Kids First program, additional ECIP spaces, and several supports for licensed child care. In March 2003, an additional federal/provincial/territorial agreement was reached, the Multilateral Framework on Early Learning and Child Care, to "make investments in the specific area of early learning and childcare" (Doherty, Friendly and Beach, 2003). This funding was specifically for regulated and monitored programs, to support parental workforce participation or employment training. During the federal election campaign of June 2004, child care became a major issue, and has continued to be on the public agenda with the Liberal government moving forward with a third initiative to develop a national early learning and child care program. As of December 2005, all 10 provinces have signed 5 year funding Agreements on early learning and child care.

The Early Learning and Child Care Workforce

According to the National Occupational Classification (NOC-S) early childhood educators and assistants are define as follows:

> "Early childhood educators plan and organize activities for pre-school and school-age children. Early childhood educator assistants provide care and guidance to preschool children under the supervision of early childhood educators. Early childhood educators and assistants lead children in activities to stimulate and develop their intellectual, physical and emotional growth. Early childhood educators are employed in child-care centers, kindergartens, nursery schools and centers for exceptional children. Early childhood educator assistants are employed in day-care centers and nursery schools. Early childhood educators who are supervisors are included in this group."
>
> www.rhdcc.gc.ca/en/pe/imt/sajdires/4214.shtml
>
> (in: *A Snapshot of the Child Care Workforce*, Child Care Human Resource Sector Council, 2005)

Saskatchewan Early Learning and Child Care Context

(all statistics from Early Childhood Education and Care in Canada, 2004 unless otherwise noted)

Saskatchewan has one of the highest levels of workforce participation of mothers with children under 12 years of age – 66% for mothers whose youngest child is under 2 years, and 77.4% for mothers whose youngest child is between 3 and 5 years. Licensed child care centers and homes provide less than 5% of the out of home ELCC services for the approximately 106,400 children, birth to 12 years, whose mothers are in the paid workforce.

In addition to the approximately 164 licensed child care centers and 291 licensed family child care providers providing 8.339 spaces[1], there are an unknown number of unlicensed part-day pre-school programs, and unregulated care situations. As well, there are approximately 45 child care centers with at least 864 spaces, in First Nations communities that are licensed and monitored by Tribal Councils or the Federation of Saskatchewan Indian Nations (FSIN).

Part day kindergarten programs are provided for 5 year olds in virtually every school (some school divisions are implementing full day programs on a pilot basis), and more than 100 pre-kindergarten programs for 3 and 4 year olds have been initiated in targeted communities. Health Canada funds 16 Urban and Northern Headstart programs, and First Nation Headstart programs for on-reserve children.

The Kids First Programs, funded through the Inter-governmental Early Childhood Development Initiative, provides infant screening, home visiting and parenting support services in nine targeted communities. There are 16 Early Childhood Intervention Programs (ECIP), providing home based intervention services and transition planning for over 700 children, birth to 5 years, with disabilities (108 of these spaces are funded through Kids First).[2]

Although the focus for this initial study is limited to the training needs of staff in the licensed child care centers in the province, this broader ELCC field has had a direct influence on the dynamics of recruitment and retention in child care centers across the province. The development of Kids First programs in targeted communities, paying significantly higher wages, the increase of Teaching Assistant positions and the development of pre-kindergarten programs in community schools, with higher wages and benefits, and increased capacity of the ECIP programs, also with better wages and benefits have all affected recruitment and retention in licensed childcare programs. "Officials in Nova Scotia, Saskatchewan, Yukon and Northwest Territories all report that early childhood educators move to jobs in education where the hourly wages may not necessarily be higher, but benefits, such as a pension plan and paid holidays, are more available." (Beach, et al, 2004) It should be noted, though, that Teaching or Education Assistants hourly wage is higher that a similarly qualified ECE at a licensed child care center – for example, $16.25'hour for EA's working in the Moose Jaw School Division (CUPE Research, 2005)

The development of First Nations Child Care and Headstart programs, beginning in 1995, added new recruitment and retention dynamics. First Nations were given 3 years to develop licensed, monitored on-reserve programs, including training staff. Some of these staff, trained through Saskatchewan Indian Institute of Technology's (SIIT) new ECE program, were recruited by "in-town" centers, keen to have First Nations staff with ECE training, and by reserve schools as Teaching Assistants. (annectotal evidence

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[1] data from personal communication, Paul Favreau, Senior Policy Analyst, ELCC Branch, Community Resources and Employment Government of Saskatchewan.

[2] Our Children. Our Promise. Our Future. Early Childhood Development Progress Report 2003/04

gathered as Battleford Tribal Council's Child Care Consultant and representative to F.S.I.N.'s Child Care Working Group, 1997-2000.)

Staff qualification requirements for licensed child care centers increased through new legislation, in 2001. Directors hired after July 2001 must have at least a two-year Diploma in child care, or equivalent qualifications (Level III). Directors hired previous to July 2001 must have a one-year Certificate in child care, or equivalent training (Level II), but must upgrade to the Diploma level if they are hired by another Center. As of January 2002, all center staff employed for more than 65 hours a month, had to have the ECE I qualification – a 120 hour child care orientation course. As of January of 2005, 30% of staff are required to have obtained their one year Certificate or equivalent, and by January, 2007, an additional 20% of staff will be required to have their two year Diploma or equivalent. If Centers are unable to fill positions with staff at the required level, they must apply to the Child Day Care Branch for an exemption for that staff person, and file an approved training plan to achieve that certification level. Funding of 1/3rd of the cost of a course taken towards meeting the requirements is available for staff upon completion of the course.

According to data from the *Working for Change* Labor Market Update, there are a total of 2,395 center based ECE's and Assistants in Saskatchewan, of which 54% had a postsecondary credential, compared to 67% nationally. (note – this probably includes staff in unlicensed pre-schools). Of these, 1010 indicated they have a certificate or diploma, and 285 indicated they have a degree.

Starting in 1996, through their Action Plan for Children, Saskatchewan provided additional funding to centers to improve wages for staff who have completed at least the 120 hour Orientation course (Level I certification), first through a Wage Enhancement Grant, and later though a combined Early Childhood Services Grant. This funding is provided based on the required staff: child ratios, and in 2004/05 increased to $775/month/required staff.

According to a September 2003 wage survey, conducted by the Department of Community Resources and Employment the mean gross wages for center based staff in 2003/04 were as follows, with comparison data from the 1998 *You Bet I Care!* study:

2003 DCRE Wage Survey		**1998 *You Bet I Care*! Saskatchewan data**	
Directors	$16.23/hour	Admin Director	$14.58
Supervisors	$12.15	Teacher Director	$11.74
ECE III (2 yr Diploma)	$11.58	Teacher	$10.74
Childcare Worker	$10.29	Assistant Teacher	$8.45

Data is not available for other ELCC groups in Saskatchewan, but national data from the Labor Market Update study indicate the following:

> "Earned income (for early childhood educators in centers) was about half the national average for all occupations, and less than half as much as elementary school and kindergarten teachers. The overall average annual income for full- and part-time early childhood educators and assistants in 2000 was $16,167. Full-time early childhood educators and assistants earned just over $19,000. From 1997 to 2000, there was virtually no change in income for early childhood educators and assistants. Interviews with members of the child care workforce showed that compensation can vary widely (e.g. from just above minimum wage with no benefits, to an annual salary of close to $70,000 with full benefits and a pension plan)."

The following table from *Working for Change*, Main Report, illustrates the wage differences between staff in different areas of the ELCC field, and women in all occupations:

Occupation:	All Earners:	Those with post secondary qualification
Center based ECE's and assistants	$21,023.00	$23,641.00
Elementary and Kindergarten Teachers	$46,732.00	$47,146.00
Teachers Assistants	$25,309.00	$27,893.00
All occupations - women	$34,892.00	$41,619.00

In a recent paper prepared for the Saskatchewan Institute on Public Policy, Martha Friendly (2005) provided a review of ELCC in Saskatchewan, and pointed out that:

> "A necessary first step to a meaningful Saskatchewan Action Plan will be to flesh out the first component of the early learning and child care system outlined in a previous section – the ideas. This should include open discussion with an objective of a clear statement of the values that underpin the program as well as system-level goals, considering such questions as: What is the purpose of the program? Who is it for? How do we see children? What is the vision? From these ideas, a conception of pedagogy, an approach to curriculum (defined as a short general framework) and a plan for the system's human resources can flow."

Human Resource Issues in the ELCC Sector

Recruitment: attracting (and training) potential caregivers to the field

Whitebrook (2003), in a review of literature addressing the relationship of teacher qualifications and quality, noted that a plethora of studies "have all come to the conclusion that the presence of BA-level teachers with specialized training in early childhood education leads to better outcomes for young children." Canadian researchers, Pence and Griffin, also indicate that "'the development of entry-level competence to work in child care requires at least 2 years of post secondary ECCE training."(quoted in Morris, 2002).

As part of a larger research project on recruitment and retention issues in child care, Morris (2002) reviewed the factors related to education and training. She found that "the intended outcomes of college and university programs that offer Early Childhood Care and Education are positive, i.e., that individuals demonstrate the knowledge, skills and attitudes appropriate to support learning and caring environments are positive." They are also challenged by eight factors that affect recruitment and retention, three of which are reviewed in detail below:

1. Complexity of Curriculum:
   The intention of Diploma level courses is to provide entry level preparation for early childhood educators, however, the nature of work in the ELCC field has been increasing in complexity and demands, requiring knowledge and skill beyond the introductory levels.

   As part of the *Working for Change* Labor Market Update study, students in 10 ECE post secondary programs were surveyed, and identified the following skills gaps:

- inclusive care for children with special needs, including speech and language delays,
- guiding children with behavioral challenges,
- working with other professionals, and
- working with children with cultural and linguistic diversity

The increased demands on child care programs for inclusion of all children, and for developing collaborative relationships with a range of other professionals to meet children's and families diverse needs stretches training program capacities to deliver appropriate content in the same one or two year time frame. Some programs have responded by developing a third year of specialized training or by laddering college diploma programs into university programs, to provide a three or four year specialized degree programs, in infant/toddlers, children with disabilities or program administration.

2. Transferability and Career Mobility

A different perspective on curriculum and training is presented by Moss (2004) and Cameron (2005), in papers prepared for the Daycare Trust in London, England:

> " the child is reconceptualised as a 'rich and competent child"; she or he is a valued citizen, and a co-constructor of knowledge and identity... This perspective leads to images of the children's institution as multi-dimensional 'children's spaces', in physical, social, cultural and discursive spaces. Institutions seen as children's spaces require not technicians nor mother substitutes, but multi-skilled adults who adopt a holistic approach to care, learning, and development of children and themselves."

This view of the early childhood educator in an integrated, comprehensive system is exemplified in a Swedish recommendation for reorganizing their training programs:

> " Preschool (0-5 years), preschool classes (6 year olds), schools (7-19 years), fritidsshshem(free time activities) and adult education require teachers who can complement each other and work in partnership in order to develop the work being done and to meet the goals set. What is needed then is a teacher training that educates a variety of different types of teachers partly with a common core of knowledge and partly with many different knowledge profiles." (quoted in Moss, 2000)

Moss (2000) also reports this model would involve a 3.5 to 5 year post secondary program, with a 1.5 year common core of training, focused on and interdisciplinary approach to the philosophical, psychological, and sociological understandings of the foundational values and aims. In addition to the shared training, students would specialize in the types of work and subject areas.

This approach challenges current notions of ELCC competencies, separate programs for staff who will work in "care" or "learning" settings, what is core or basic training vs. what is professional development, and the pedagogical foundations of early childhood programs.

Currently, in Canada, transferability is limited to agreements between specific programs, such as with the University of Victoria's Child and Youth Care Degree program and the Saskatchewan Indian Institute of Technology's First Nations Child Care Diploma program. Closer coordination of training programs and acceptance of shared national guidelines would likely lead to common standard of practice and facilitate development of new training models and transferability between programs. (CCHSC, 2005)

3. Entrance Requirements:

College faculty from 14 ECE programs across Canada reported " admissions policies were a serious ongoing issue", in *Current Trends in ECCE Training* (1997). The trend is to move away from "first come-first served" policies, to "determine some measure of 'human talent' and commitment to working with young children prior to acceptance" (Morris, 2002) Research in this area consistently points towards the need for a system that both is fair and equitable, and ensures that students who are

selected have both the academic and personal qualities necessary to be an effective ECE. (Doherty et al, 2000, Beach et al. 1998)

The current crisis in staffing is a key driver for new initiatives in ECE training programs across Canada, such as Ontario's Apprenticeship model, Manitoba's Workplace Training Initiative, Prince Edward Island's Accelerated ECEC Program, and numerous Prior Learning Assessment (PLAR) models. These initiatives are primarily aimed at staff already working in centers, to provide opportunities for them to upgrade their qualifications.

Retention: sustaining and building a child care workforce to meet current and future demands

The latest research study, *Shedding New Light on Recruitment and Retention Challenges in Child Care*, found that:

> " wages at the low end of the continuum and/or dissatisfaction with wages and benefits predicted: (1) individuals intending to leave the center; (2) higher turnover rates in centers; (3) retention and recruitment problems; and (4) individuals intending to leave the field." (p. 26)

Earlier research by Doherty et al., (2000) supports the relationship between wage level and intention to leave child care – 72.6% of staff and 66.7% of Directors answered in the affirmative to the question " Do you think that you would have to leave the child care field to earn more money or achieve a higher status position?" In contrast, Doherty and Forer (2002) found that unionized centers who report "substantially higher gross hourly wages for both assistant teachers and teachers ... and overall better benefit packages and daily working conditions, (as compared to non union centers) ... have fewer recruitment problems."

Turnover rates are an important retention indicator for a sector. Whitebrook and Sakai (2003) found that the American rate of turnover from child care was 30%, four time greater that the elementary school teacher rate of 7%. They also noted that fast food businesses are one of the few other sectors with higher turnover rates than child care. Canadian research echoes this finding, and also notes that " more highly educated staff are more likely to leave the sector." (Barnett, 2003). In regards to Canadian childcare turnover rates, the *You Bet I Care*! Study found that in Saskatchewan, 32% of Directors identified retention of qualified staff as a major issue, in comparison to 12.6 of Directors Canada wide. The actual turnover rates for 1998 were:

- Assistant teacher – 44.6%
- Teacher – 27%
- Supervisor – 39.4%
- Combined rate – 32.2% in comparison to 21.7 Canada wide rate.

The most frequently cited reasons for staff leaving were: family move and dissatisfaction with pay, and for supervisors, maternity leave, ill health and family move. The *Working for Change* study (2004) noted that "some turnover is inevitable ... with about 3 % for maternity and parental leaves ... another 1% is laid off due to low enrollment and 2.5% were terminated for poor performance." These high turnover rates raise concerns about the quality of care and learning provided for children in such an environment, noted by several researchers (Whitebrook and Sakai, 2003; Doherty, 2002; Beach et al, 2004)

In Saskatchewan, Doherty's 2002 study on workplace and workforce causes of recruitment and retention challenges asked staff in licensed child care centers to rate a list of 11 items identified from research as likely to make the child care field a more satisfying work environment. "Promoting more respect" was at the top of the list (90%) with "a better salary" a close second (87%). Providing more support for children with special needs or challenging behaviors" was third (75%), and "improved benefits", "regularly

scheduled preparation time", "provide affordable opportunities for continuing education" and "providing regularly scheduled breaks from the children" were noted by 60% to 70% of staff.

Remuneration: Compensating caregivers with appropriate and fair incomes

Compensation of Early Childhood Educators is closely linked to the funding systems that are in place for the programs they work in. For licensed child care centers, except in Quebec and for First Nations, this is parent fees, supported by a subsidy system for low income parents, and some combination of grants. (Quebec and First Nations on-reserve programs have direct funded programs, with low parent fees). Beach et al, 2004, note that " most family support and child development programs outside of regulated child care, such as parenting programs, early intervention programs and family resource centers, receive core government funding and are accessed by parents for no or minimum fees... including a dedicated amount for wages and benefits."

The Manitoba Child Care Association developed a provincial wage scale in 1998 to address the question of "what is a worthy wage? ", so this data could be included in the provincial Regulatory Review Committees' unit funding model development. (Wedge, 2001). In 2000, Unit funding was implemented, providing sufficient revenue for centers to implement the new Minimum Guideline Scale, providing an entry level ECE with at least $11.56/hour, almost $2.00 an hour more than the 1998 average wage. They recently released their Phase IV Salary Scale, which can be implemented by most centers in 2005/06, with the new federal funding initiative providing increases to grants.

Another indication of remuneration being a key issue is the number of staff involved in other paid work. In 1998, the *You Bet I Care*! Study found that in Saskatchewan, 12.3% of Assistant Teachers, 18.9% of Teachers, and 26.9% of Supervisors reported regular involvement in other paid work, with 82% reporting the need to make extra money.(note – most current data)

Whitebrook (2003) cautioned that "when standards are not linked to an appropriate system of financial reward, the danger is that the compensation, qualifications and retention of preschool staff will vary widely based on where programs are delivered, (public or private) thus failing to address the fundamental need for a skilled, stable, high quality workforce throughout the preschool system." Canadian child care programs experience this as a "skill drain" from licensed child care to other ELCC programs – preschool, pre-kindergarten, junior or senior kindergarten, Headstart, etc.

This 'skill drain" begins in ECE training prógrams. Student surveyed in the *Working for Change* Labor Market Update identified significant reasons for not wanting to work in regulated childcare:

- perceived poor quality of programs
- poor working conditions
- lack of respect
- low wages
- starting positions are often short term contracts, or part time, with out benefits or job security
- most available jobs in poorer quality centers with high staff turnover.

Given this, a significant number of students surveyed (45%) planned on using their ECE training as a foundation to becoming a teacher (in provinces with "laddered" diploma/degree programs).

Recognition: Respecting and valuing the worthiness of our work

Both students in ECE programs (Bertrand, et al., 2004) and staff in ELCC programs (Doherty, 2000) have identified the low value and respect for their work. In fact 90% of staff in Saskatchewan licensed child care centers identified "Promoting more respect for people working in childcare" as the top recommendation to make their work more satisfying, over wages and benefits (Doherty, 2000).

A study titled *Babysitters or Professionals? The Role of Social Attitudes in the Recruitment and Retention of Child Care Workers* (Ferguson 2002) provides a comprehensive review of this topic. She notes that long term help beliefs and attitudes about:

- child care is women's work, and need not to be paid for, nor is it skilled work, therefore training and education are unnecessary;
- child care is primarily the financial responsibility of parents, not a public concern;
- child care is a market commodity, a private good that parents "choose";
- organized childcare is provided for mothers who have to work outside the home, and subsidized for the poor, and has become a stigmatized service;
- low level of respect for young children as evidenced by high numbers of children living in poverty, fragmented services, and lack of public policy;
- parental preferences for small, independent group programs and home settings.

To make significant attitudinal change, and move forward in developing an ELCC profession, Ferguson and Miller (2000) indicate it "will largely depend on building political will and inevitably will involve conflict. It will also require creative strategies such as influencing the media, developing allies, enhancing the reputation of child care with allied professionals and fostering public education." The experiences of Quebec, New Zealand, and Western European countries that believe child care is a public service and an entitlement for children and women, as well as the experiences of other female dominated caring professions (nursing, teaching, social work) in gaining concrete recognition of their work could provide helpful lessons (Penn 2001; Ferguson 2002).

Griffin (2002) listed the attributes of a professional model as:

- the characteristics of individual practitioners and their belief in the importance of the work, long term commitment to the field and the view that individuals should be free to make decisions,
- doing things well, at the right time and for the right reason,
- having the ability to plan to make a sustained difference, and to analyze situations, select the most appropriate interventions, apply them skillfully and describe why they are selected."

and also notes that Beach et al, (1998), identified that "we need an infrastructure for good practices, that include a code of ethics, standards of practice, certification procedures and accreditation of training institutions". Since the release of that report (From Recognition to Remuneration), the Canadian Child Care Federation has developed Occupational Standards, including a Code of Ethics, and provinces have implemented certification approaches.

A key element of the certification issue is credentialing for child care Administrators. Ferguson (1997) completed a major research project on this topic, with the intention of developing and implementing a model of integrating training, practice standards, certification and facilities accreditation.
The CCHRSC's bulletin "The Role of Professional Status in Recruitment and Retention in Early Childhood Education and Care" outlines four factors that affect the development of a profession (summarized from Griffin, 2002):

- The organizational climate—the relationship practitioners have with their co-workers and supervisors, and the level of strength and competency of directors.

- The recognition of professional practice—treating practitioners as professionals and including them in the overall decision-making process in their work.

- Adequate funding. Increased funding of services, salaries and benefits that reflect the value of the work is key to promoting professionalism and attracting and keeping quality staff. ECCE practitioners are an important resource in quality service delivery, yet they work in one of the 25 lowest paid occupations in Canada. Low pay creates stress, can affect access to professional growth and development opportunities and implicitly reflects low status.

- An infrastructure that supports professional practice. Provincial/territorial and national organizations involved in professional issues need an improved capacity to do their work. This capacity is directly related to levels of overall funding in the sector. Poorly paid ECCE staff can't afford the affiliation fees that provide much-needed revenue to these organizations. As well, a key predictor of involvement in professional development is the amount of post-secondary training a practitioner has. But students can't access training if the tuition fees are unaffordable."

The key challenges to the ELCC sector, identified in 1999 by Kuhn, and still relevant today, are:

- "engaging the majority of practitioners in the process needed to establish ELCC as a profession. The technical steps are clear, but they cannot work without the support and involvement of practitioners,
- winning public support of child care as a profession,
- resolving the differing priorities related to pursuing legislative recognition, and
- resolving divisions within the field in order to pursue an inclusive approach to recognition of ELCC as an area of expertise, no matter what the practice setting."

The Relationship Between Quality and Human Resource Challenges

The human resource/labor market issue is one of eight linked elements identified as critical to a high quality early learning and child care system, in a new Canadian study, Quality by Design. "These elements – *Ideas; Governance; Infrastructure; Planning and Policy Development; Financing; Human Resources; Physical Environment; Data, Research and Evaluation* – that make up the system, need to be taken into account together. Considered individually, their potential to have a positive impact will be weaker." (Friendly and Beach, 2005) High quality programs at the community level, with appropriate human resources, require an integrated ELCC system that is supported by strong, coherent, public policy.

The following is a summary of the eight elements:
Ideas provide a conceptual framework that integrates the societal values that ground the system, with system level goals for children and families, a pedagogical/educational philosophy related to the values and goals, and overall curriculum outcomes. This conceptual framework provides overall theoretical guidance to pre service and in-service training programs for Early Childhood Educators. It also provides the foundation for Early Childhood Educators to define their profession.

Governance "involves role definition, management, participation and ownership". It defines roles and responsibilities of all levels of government, parents and the community within legislation, policy and funding mechanisms that are based in public management at the system level, not for profit program delivery at the local level, and appropriate involvement of children, families, community and researchers. " This (publicly managed service) implies that a public authority should manage functions such as

planning, training, professional development, finances and infrastructure, although services may not be publicly delivered."

Infrastructure provides coordinated, consistent program administrative mechanisms across the whole ELCC system, bringing 'education" and "care" policy, planning and program delivery into one lead department. "As well as this 'horizontal coordination', the political arrangements of the Canadian federation requires us to consider 'vertical coordination' among the different levels of government – federal, provincial/territorial and local." It would provide federal legislation, provincial regulations, local monitoring to ensure standards are met, mechanisms for ongoing quality improvement, and public education about early learning and child care.

Planning and Policy Development creates a strategy for implementation, with system wide planning, carried out by "knowledgeable policy makers who have adequate resources to dedicate to good policy development". The planning process should also include stakeholders such as parents, early childhood educators and unions, within a "legal and obligatory status", as proposed by the OECD report.

Financing addresses both the provision of substantial public investments in capital development, core funding for program operations, infrastructure functions, and training, and the efficiency, accountability and equity of distribution. According to the OECD, "Only the regular funding that state investment brings is able to guarantee access and quality on a fairly equitable basis for all groups." For Early Childhood Educators, adequate financing would provide job stability, improved wages, working conditions and professional development opportunities.

Human Resources addresses the need for qualified personnel in all areas of the sector – frontline staff to ECD instructors to program managers to policy makers to researchers. Highly trained staff with strong pedagogical leadership and competent human resource management is needed at the center level, supported by a critical mass of knowledgeable policy makers, post secondary educators and researchers. To achieve this, a coordinated human resource plan will be necessary to develop a skilled workforce capable of delivering quality programs. These plans will need to address: "the high turnover of ELCC staff through a recruitment and retention strategy, changes to the low wages and poor benefits in much of the sector, the need for additional pre-service and ongoing education and training for both front-line staff and supervisors, a body of knowledgeable early childhood instructors at the post secondary level, educating at the post graduate level a body of researchers and policy experts working in the various disciplines associated with ELCC (child development, education, sociology, economics, political science), and public education to increase public awareness of the value of the work of caring for young children."

Physical Environment provides program settings that include:

- sufficient well designed indoor and outdoor spaces
- first-rate equipment and program resources
- amenities such as staff room, outside play space, kitchen, windows for natural light
- connections to the surrounding community

Data, Research and Evaluation should focus on the collection and analysis of information for evaluating effective practices and ensuring accountability that includes:

- a strategy for collecting and analyzing basic data to monitor effects of policy and financing and ensure accountability
- research agenda to address key policy and program issues
- evaluation of various approaches and innovations
- regular review of progress towards goals

Conclusion

The Saskatchewan Agreement in Principle on Early Learning and Child Care, signed April 29th, 2005, has been identified as a key driver in assisting the province in "developing a more cohesive and systematic approach to regulated ELCC." Shifting from the existing patchwork of services to a more integrated approach requires transformative thinking about the values, principles and goals of a "system." This includes thinking differently about the skills, knowledge and experiences that will be required of staff working with young children, regardless of which "program" they work in. It also requires a provincial policy framework that sets out a plan to meet demand, based on new population predictions, economic predictions, and labor market information.

The OECD *Canada Country Note* report points out that our neighboring province, Manitoba, has "developed a set of principles to support the recruitment and training of early childhood educators … that may be useful for all jurisdictions to consider:"

1. **Establish a cross-sectoral ECE Recruitment and Retention Committee**. The Committee will utilize demographic data and develop projection models to predict future recruitment needs, and engage with labour market and qualifications agencies to improve both coherence and fairness in this domain;

2. **Establish systems that support progressive qualifications and role progress for early childhood personnel**. Continuing education and specific training models should be integrated into coherent training packages that allow practitioners to work toward recognized diplomas through a variety of flexible training methods, with wage incentives equivalent to the education sector;

3. **Develop a supporting financial incentive system that includes forgivable loans**. A contract model that guarantees free training if a commitment to the field for an agreed period is made by the candidate is an essential component of the recommendations;

4. **Develop a framework of support to early childhood personnel through apprenticeships and mentorships**;

5. **Expand the gap training assessment model**, that is, practicing CCA's or licensed family child care providers with non-recognized post-secondary credentials may request to be assessed for gaps in their training. Suitable courses should then be supplied, leading eventually to ECE II and ECE III qualifications;

6. **Launch a public education initiative specific to workforce issues**. In this initiative, government should underline especially the value of the profession and the need to have a workforce reflecting the diversity of the child population;

7. **Establish an entry level requirement for the field**;

8. **Explore the feasibility of an ongoing and annual professional development requirement**, with at least 24 hours annually required of ECE IIs and IIIs, and 12 hours required of family child care providers;

9. **Establish a college of early childhood educators in Manitoba** to explore the process of legislative recognition of the early childhood profession." (Mayer, 2001)

There is an underlying consensus in the research from all sources – the key challenges of recruitment, retention, remuneration, recognition, supported by policy, are interwoven in complex ways. Simple, uni-mode solutions will not only, not work, but actually deepen the existing crisis. Advice from Albert Einstein is wise counsel:

> *"The significant problems we have created cannot be solved at the same level of thinking with which we created them."*

The current research provides a clear understanding of the problems we have created, and point to new ways of thinking about solutions. The challenge for all stakeholders is to let go of "how things are now," and work together to design an integrated solution based in the best research and practice from all these sources, and create a plan to achieve it.

APPENDIX 1
OECD Recommendations specific to Human Resource issues

From: Starting Strong Curricula and Pedagogies in ECLC - Five Curriculum Outlines

The largest freedom possible within the overall goals

86. Developing a curriculum for young children means therefore to position oneself at the crossroads between societal goals and the choices of each child. This raises the question of what freedom there is at the center level, the teacher level and the child level. Our commitment is that *all curricula should give centers, teachers and children the largest possible freedom*, but still retain the direction of overall common goals. A crucial competence for teachers is the ability to simultaneously meet each child and his or her experiences, while directing the child towards the objectives of learning. The quality of ECEC, as we know, depends on the staff's skills, attitudes and willingness to carefully guide and challenge the child's experience and meaning-making. But children must be given the largest possible freedom to grow and learn.

The quality of staff is paramount

93. The quality of the program and the competence of the staff are two closely linked dimensions. As we have seen in the curricula presented, they all have well educated staff, whether through recruitment level, initial training or extended in-service training. In Sweden, for example, a large proportion of ECEC staff have university degrees in early childhood development and pedagogy. Staff meeting children everyday must have high standards of training, since it is the daily interactions between the adult and the child that make the difference in children's well-being and learning (Johansson, 2003). There should not be any difference in level of competence between teachers working in ECEC or compulsory school. Staff working with young children need special training, and the teachers leading, developing and assuring the quality of ECEC ought to have a university degree.

Both care and education should be reflected in the curriculum

99. To develop curricula in which care and education are combined requires a change in theoretical perspectives. There is an old tradition of connecting the institutional experience of infants and toddlers with care and that of children aged three years and older with learning. This is reflected in the practice of assigning the less educated personnel to the younger children (Johansson, 2003) and in the general neglect of the quality of the childcare sector, which generally makes do with limited access and poorly paid staff (OECD, 2001). Care seems to be viewed as something "natural" where little or no staff education is required. However, researchers take a different view in pointing out that the first three years of life are crucial in terms of brain development. In addition, in a good learning environment, care is always an aspect, and vice versa. To integrate care and education in praxis is a professional skill that requires both initial and ongoing training.

From: OECD Early Childhood Education and Care Canada Country Note:

Review ECEC professional profiles, improve recruitment levels and strengthen the initial and in-service training of staff

187. Background: OECD societies are today moving away from traditional notions of "child care" toward more developmental ambitions for young children. They expect early childhood centers to be the foundation stage of lifelong learning, to deal sensitively with immigrant and cultural issues, to respond appropriately to special needs children, and to provide individualized support to every child in moments of vulnerability or stress. ECEC professionals and teachers will be expected also to participate in the evaluation of achievement and learning. Increasingly, they will be trained to perceive the center as a learning organization requiring intensive collective participation in strategic planning, self-evaluation and professional development planning. In sum, a new ECEC professional profile is emerging.

188. Research shows strong links between training/staff support and the quality of ECEC services (Bowman et al, 2000), and the long-term wisdom of retaining qualified staff (CQCQ Study Team, 1995). Experienced staff have a major impact on children's well-being and learning achievement. In well-run centers, they will have an individual plan and portfolio for every child, and provide to parents regular feedback on their child's progress. Regular discussion, team-planning, auto-evaluation and in-service training are features of staff life in a quality center.

189. As the concluding section of Chapter 3 illustrates, some of the provinces are addressing the issue (see, for example, Box 6 – Manitoba's early childhood labour market strategy), but adequate remuneration and status for child care staff remains a significant challenge in Canada. In the kindergarten sector, the recruitment and remuneration situation is healthier, but initial training is not appropriate in all cases. A significant portion of initial training should be specific to the early childhood field and to the understanding and delivery of the early childhood curriculum. The OECD team recommends particular attention to this issue, as quality in services depends to a great extent on the profiling, knowledge and motivation of staff.

APPENDIX 2
A Guide to National and International Organizations

Child Care Human Resource Sector Council
From: www.ccsc-cssge.ca

The Child Care Human Resources Sector Council is a pan-Canadian, non-profit organization dedicated to moving forward on the human resource issues in child care. We bring together national partners and other sector representatives develop a confident, skilled and respected workforce valued for its contribution to early childhood care and education.

Our mission is to provide a sectoral structure for moving forward on human resource issues, through cooperative and collaborative actions that enhance the efforts of our national partners and the child care workforce.

Organization for Economic Cooperation and Development (OECD)
From: www.oecd.org

The Organization for Economic Co-operation and Development is a unique forum where the governments of 30 market democracies work together to address the economic, social and governance challenges of globalization as well as to exploit its opportunities.

The Organization provides a setting where governments can compare policy experiences, seek answers to common problems, identify good practice and co-ordinate domestic and international policies. It is a forum where peer pressure can act as a powerful incentive to improve policy and implement "soft law" – non-binding instruments such as the OECD Corporate Governance Principles – and can on occasion lead to formal agreements or treaties.

The OECD helps governments to foster prosperity and fight poverty through economic growth, financial stability, trade and investment, technology, innovation, entrepreneurship and development co-operation. It is helping to ensure that economic growth, social development and environmental protection are achieved together. Other aims include creating jobs for everyone, social equity and clean and effective governance.

Canadian Child Care Federation
From: www.cccf-fcsge.ca

The Canadian Child Care Federation is a bilingual, non-profit, member-based organization established in 1987. We've grown to include over 21 provincial and territorial affiliate organizations. Our 11, 500 members – early learning and child care practitioners, academics, parents and policy makers – share our commitment to excellence in early learning and child care through:

- best and promising practice
- capacity building
- collaborations, networks and partnerships

Child Care Advocacy Association of Canada
From: www.childcareadvocacy.ca

We are a pan-Canadian, non-profit, membership-based organization dedicated to promoting quality child care accessible to all.

The CCAAC works for:

- Child care as a cornerstone of progressive family policies.
- The right of all children to access a child care system supported by public funds.
- A child care system that is comprehensive, inclusive, accessible, affordable, high quality and non-profit.
- A range of child care services for children birth to 12 years.

Childcare Resource and Research Unit
From: www.childcarecanada.org

The Childcare Resource and Research Unit (CRRU) at the University of Toronto is a policy and research oriented facility that focuses on early childhood education and care (ECEC). CRRU's mandate is to advance the idea of a universal, high quality, publicly-funded, not-for-profit, inclusive ECEC system in Canada.

The Childcare Resource and Research Unit was established to:

- provide public education, resources and consultation on ECEC policy and research;
- foster and support research in various fields focusing on ECEC;
- carry out relevant research projects and publish the results;
- support, promote and provide communication on ECEC policy and research

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